67 - BULLYING, CHARACTERISTICS OF VICTIMS AND OFFENDERS: A SURVEY CARRIED OUT WITH SCHOOL OF THE 9 YEAR 6 IN THE CITY NOVO CABRAIS - RS

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doi:10.16887/86.a1.67

INTRODUCTION

School violence can be considered as a socio-Historio phenomenon, which is characterized by its complexity, has affected different groups in society, with the highest prevalence children and adolescents. It connects social and behaviors related inequalities. Has intensified in school, and ultimately pass the physical, psychological and cognitive students and members of the school community. Most often, this violence is faced as normal, hindering actions and work to discover its causes (BRANDÃO NETO; SILVA; ALMEIDA FILHO; LIMA; AQUINO; MONTEIRO, 2014).

As is well known school violence is not a recent problem, but that should be taken into account is that more and more students involved have a relatively minor age (MULLER, 2010). Pereira (2002) also points out that the occurrence of violent acts in schools is not new, and gradually turned into a serious social problem. These acts are increasing in school from teachers, and also between the learners themselves, it is important to note that this growth requires greater attention in order to avoid the increase in violence at school, even more forms repetitively called bullying. Fante (2005) defines the word bullying as insults and intimidation, slurs and nicknames that are intended to embarrass, ridicule and exclude others.

Bullying manifests itself in direct and indirect way, once when there is a physical aggression such as hitting and kicking, and the other verbally, through gossip, rumors and false rumors, that is, when there is social exclusion and discrimination of the individual. Both cause irreversible damage to victims having their committed social and school life, and of course the damage to their emotional and mental part (MELO, 2010).

The author of bullying is characterized as a popular person who usually gets involved with anti-social acts or even vandalism. End up losing the real educational purpose, valuing the violence in order to get her power also has the propensity for future development of violent behavior. Since victims usually stand out for having a difference of others, such as a student to be very smart and dedicated, or an individual being obese, wear glasses or have some other type of physical or mental disability. Usually, the victims have fear to react to these abuses, this fear may be related to the regularity and duration of this aggression, these factors compound the impact of bullying (LOPES NETO, 2007). As for Ferreira (2009) victims of bullying are often not a specific target, generally do not have any difference with her attacker, without a real reason randomly chooses the victim in a place and time in order to provoke -la and intimidate her. Fante (2005) further defines the role of the witness or spectator, who witnesses the act, but do not practice nor suffer with it.

To Pereira (2002), bullying has been recognized in school as a problem that has had a great growth. The victims are tormented in their day-to-day, having serious problems in their school performance, not counting the effects of such violence in the long term, in adulthood, which may cause, for example, depression. It is worth noting that this kind of negative influence on the lives of the individuals involved is not restricted to only the victim but also the aggressor, but also the witness of aggressive acts.

This phenomenon is a worldwide problem, and may be present in any school environment, not choosing their victims, let alone the type of educational institution, being public or private, urban or rural area. Often parents see the school as a healthy, happy and safe environment where your child will have a learning and a broader social life. What is not intended is that the student's eyes school may no longer be an attractive place, it is likely to have apathy with school, thus developing discipline, dissatisfaction and even school violence. Note that students who live with bullying situations are more likely to develop psychological problems as adults than those who were not exposed to this violence (ALMEIDA; CARDOSO; COSTAC, 2009).

Most people are aware that we live in a capitalist culture where individualism, which is usually intolerant differences, ends up taxing restricted than normal standards, and contribute to poor acceptance of race, sexual orientation, among others. Overall, this culture educational institutions turn out to be based on the competition rules, achievements, evaluation, reward and punishment. While many accept these standards, others feel pressured, generating a lock, in which identity and limited options, these blockages can contribute to disrespect and bullying (BEAUDOIN; MAURREN, 2006).

Often preventing school violence may seem difficult to school eyes, because of this violence at school is the same present in society. This is where the school must put prevention on the agenda in order to allow the whole school community perspectives that there is some change over time. But we must warn that there are no mechanisms ready to combat school violence, but rather guiding principles that serve to assist the school in finding appropriate solutions to the same reality (RUOTII; ALVES; CUBAS, 2006).

It must be differentiated the evil games of bullying practitioners of recreational activities aimed at developing creativity, aiding in the emotional balance of people. Several factors indicate that recreational activities are important for brain and psychological development of people, but also to physical and mental health. In addition to reducing anxiety and relieve stress, recreational activities can facilitate social relations in this way can be a means to unite students in school in order to improve the relationship between them, decreasing aggression and consequently cases of bullying (WENNER, 2011).

This study aims to determine the profile and identify the behavioral pattern of students who practice bullying, and check the frequency occurring aggression, but also check if the assaulted students tell their parents about these abuses.

METHODOLOGY

Research descriptive exploratory character, where the subjects of the investigation are all students from 6th to 9th grade, of all state and municipal public schools in the municipality of Novo Cabrais - RS, and two state schools and municipal, in total of 165 students, 68 female and 97 male, aged between 10 and 17 years.

To obtain the results a single research study was conducted by Olweus survey (1993), adapted by Mayer (2000). Data analysis was performed using SPSS 22.0 (IBM, Armonk, NY, USA) and presented in frequency and percentage.

RESULTS AND DISCUSSION

Table 1 can be seen that the attacked individuals said that 17,0% of students who beat them are of the same class than yours, and 12,7% said that the perpetrators are older, these results were similar to those found by Keller (2011), in a study conducted in Rio Pardo, where data show that offenders are mostly the same class as the victim, and then older. The attackers were mostly declared as a boy (18,2%) and many boys (6,1%); the study Silva (2013), the data show that the attacks are made by many boys (12%) and a child (6%). For how many colleagues of the room already beat them, 15,2% say that at least one colleague has already assaulted and the 7,3% mentioned that two or three colleagues already beat them.

Table 1: Indicates the offender profile, the frequency of attacks.

	Male		Female		Total	
	F	%	F	%	F	%
That series are students who assaulted?						
No one attacked me	60	61,9	48	70,6	108	65,5
From my series, but another class	4	4,1	3	4,4	7	4,2
They are younger	-	-	1	1,5	1	0,6
They are in my class	17	17,5	11	16,2	28	17,0
They are older	16	16,5	5	7,4	21	12,7
Who attacked you?						
No one attacked me	60	61,9	48	70,6	108	65,5
A girl	2	2,1	3	4,4	5	3,0
Many girls	1	1,0	2	2,9	3	1,8
A boy	22	22,7	8	11,8	30	18,2
Many boys	7	7,2	3	4,4	10	6,1
Boys and girls	5	5,2	4	5,9	9	5,5
How often beat you, the last week of class?						
None	84	86,6	58	85,3%	142	86,1%
A	7	7,2	5	7,4%	12	7,3%
Two	5	5,2	1	1,5%	6	3,6
Often	1	1,0	4	5,9%	5	3,0%
How many colleagues from his office assaulted you?						
None	71	73,2	53	77,9%	124	75,2%
A colleague	17	17,5	8	11,8%	25	15,2%
Two or three peers	7	7,2	5	7,4%	12	7,3%
Four or more peers	2	2,1	2	2,9%	4	2,4%

F: Frequency

In Table 2, we can see that the students attacked mostly (20,0%) say tell parents about the aggression and 15,2% say they do not count, as well as in the study of Silva (2013), in which most of beaten (13,7%) tell their parents and 11,1% do not have. Already, in Nascimento (2013), in Cruz Alta, the most beaten says tell someone about the abuse, and parents most often mentioned option. In addition, assaulted students say that one or two colleagues defended him (15,2%) and 13,9% that no one defended them. Students, mostly (44,2%) said they can help as other colleagues when they are being attacked, the most mentioned options draw direction or teachers, they were also mentioned as options help knock and ask to stop to fight. When asked if the last week of school would have beaten anyone, 90,9% say they have beaten anyone. About 20,6% say that two or three colleagues from her office already attacked other colleagues. About joining with other students to attack some victim 17,6% say they do so only if it irritates a lot. On the issue of the parents talked about students have assaulted someone, 16,4% parents spoke.

Table 2: Indicates whether there is intervention of people not directly involved with the attacks, as well as indicate whether the students usually join with others to carry out attacks.

	Male		Female		Total	
	F	%	F	%	F	%
You said to your parents beat you at school?						
No one attacked me	60	61,9	47	69,1%	107	64,8%
I did not tell	17	17,5	8	11,8%	25	15,2%
I told	20	20,6	13	19,1%	33	20,0%
There are colleagues who defends you when others try to attack you?						
No one attacked me	60	61,9	47	69,1%	107	64,8%
No one defended me	12	12,4	11	16,2%	23	13,9%
One or two colleagues defend me	17	17,5	8	11,8%	25	15,2%
Three or more colleagues defending me	8	8,2	2	2,9%	10	6,1%
What to do when you see that are attacking a fellow your age?						
Nothing is not me	24	24,7	16	23,5%	40	24,2%
Nothing but think it should help	29	29,9	23	33,8%	52	31,5%
I try to help as I can	44	45,4	29	42,6%	73	44,2%
How many times in the last week, with fellow amassed to attack someone?						
Never	85	87,6	65	95,6%	150	90,9%
Once	8	8,2	3	4,4	11	6,7
Twice	2	2,1	-	-	2	1,2
Five or more times	2	2,1	-	-	2	1,2
How many colleagues from his office assaulted other colleagues? Account with you if you are one of those who assaulted him.						
None	57	58,8	37	54,4	94	57,0
A colleague	17	17,5	6	8,8	23	13,9
Two or three peers	18	18,6	16	23,5	34	20,6
Four or more peers	5	5,2	9	13,2	14	8,5
You join with others to assaulting a student who does not like it?						
No	75	77,3	56	82,4	131	79,4
Only if it irritates me a lot	19	19,6	10	14,7	29	17,6
Do not know	1	1,0	2	2,9	3	1,8
Yes	2	2,1	-	-	2	1,2
In your house spoken for having assaulted someone?						
Not harming anyone	72	74,2	58	85,3	130	78,8
They did not speak	5	5,2	3	4,4	8	4,8
Yes spoke	20	20,6	7	10,3	27	16,4

F: Frequency

CONCLUSION

According to data collected abusers are characterized as being basically the same class as the victim. In addition, assaulted students report that their attacks mainly come from a child or many children. And the majority says it has been advocated by colleagues during the attacks. Much of respondents say how to help colleagues, the most mentioned options "draw direction or teachers," "help beat" and "ask to stop fighting". From this information one can see that a major trend of violence has increasingly spread by among schools, since students to cite to defend their colleagues helping to hit the aggressor, come to believe that they can combat violence violently, and with this mistaken attitude eventually raise this aggression index.

The vast majority of abused says tell your parents about the abuse, since the vast majority of offenders says parents talk about they have beaten their peers in order to reduce violence in school and beyond.

We must realize that the best proposals to solve the bullying phenomenon occur through education. Based on this, it is necessary to ensure a commitment together all school sectors, aimed at building a better environment in order to promote better education for all in a civilized manner, where everyone has their ideas and opinions respected. One of the suggestions to stimulate a better coexistence in the school environment is the stimulation of physical activity is that it can be used as an integrating agent of the students, so that there is greater integration in the school environment, improving coexistence and encouraging the emergence positive attitudes among students, to reducing school violence.

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BULLYING, CHARACTERISTICS OF VICTIMS AND OFFENDERS: A SURVEY CARRIED OUT WITH SCHOOL OF THE 9 YEAR 6 IN THE CITY NOVO CABRAIS - RS

ABSTRACT

School violence is not a recent problem, and gradually turned into a serious social problem, especially if practiced repetitively called bullying. The objective of this work is to verify the profile and identify the behavioral pattern of students who practice bullying. The survey was conducted through a questionnaire, and participants are characterized by 165 students, with 97 male and 68 female students from across the state and municipal public schools in the municipality of Novo Cabrais - RS, aged 10 to 17 years. The attackers are characterized as being of the same class as the victim, in addition, the attacks usually come from a child or many children. It was concluded that this study found that the aggressors are mostly students from the same class as the victim, most beaten says tell parents about these abuses, most students say help colleagues as you can, and one of the options mentioned was "help beat", and with this mistaken attitude eventually raise this aggression index.

KEYWORDS: Bullying. Aggressors. Victims.

BULLYING, LES CARACTERISTIQUES DES VICTIMES ET DES DELINQUANTS: UNE ENQUETE REALISEE AVEC ECOLE DU 9 AN 6 LA MUNICIPALITÉ NOVO CABRAIS – RS

RÉSUMÉ

Violence à l'école ne sont pas un problème récent, et peu à peu transformée en un problème social grave, surtout si elle est pratiquée de façon répétitive appelé bullying. L'objectif de ce travail est de vérifier le profil et identifier le modèle de comportement des élèves qui pratiquent bullying. L'enquête a été menée par le biais d'un questionnaire, et les participants sont

caractérisés par 165 étudiants, dont 97 hommes et 68 étudiantes de tout l'État et des écoles publiques municipales dans la municipalité de Novo Cabrais - RS, âgés 10 à 17 ans. Les assaillants sont caractérisées comme étant de la même classe que la victime, en plus, les attaques viennent généralement d'un enfant ou de plusieurs enfants. Il a été conclu que cette étude a révélé que les agresseurs sont principalement des étudiants de la même classe que la victime, plus battu dit dire les parents sur ces abus, la plupart des étudiants disent aider leurs collègues que vous le pouvez, et l'une des options mentionnées était "aide beat", et avec cette attitude erronée éventuellement soulever cette indice de l'agression.

MOTS-CLÉS: Bullying. Agresseurs. Victimes.

BULLYING, CARACTERÍSTICAS DE LAS VÍCTIMAS Y LOS DELINCUENTES: UNA ENCUESTA REALIZADA CON LA ESCUELA DEL AÑO 9 AL 6 EL MUNICIPIO NOVO CABRAIS – RS

RESUMEN

La violencia escolar no es un problema reciente, y se volvió poco a poco en un grave problema social, sobre todo si se practica repetidamente llamado bullying. El objetivo de este trabajo es verificar el perfil e identificar el patrón de comportamiento de los estudiantes que practican la bullying. La encuesta se realizó a través de un cuestionario, y los participantes se caracterizan por 165 estudiantes, con 97 hombres y 68 mujeres estudiantes de todo el estado y de las escuelas públicas municipales en el municipio de Novo Cabrais - RS, con edades 10 a 17 años. Los atacantes se caracterizan por ser de la misma clase que la víctima, además, los ataques suelen provenir de un niño o de muchos niños. Se concluyó que este estudio encontró que los agresores son en su mayoría estudiantes de la misma clase que la víctima, más golpeado dice decirle a los padres sobre estos abusos, la mayoría de los estudiantes dicen que ayudan a colegas como sea posible, y una de las opciones mencionadas era "ayudar beat", y con esta actitud equivocada finalmente elevar este índice agresión.

PALABRAS CLAVE: Bullying. Los agresores. Víctimas.

BULLYING, CARACTERIZAÇÃO DAS VÍTIMAS E DOS AGRESSORES: UMA PESQUISA REALIZADA COM ESCOLARES DO 6º AO 9º ANO NO MUNICÍPIO DE NOVO CABRAIS - RS

RESUMO

A violência escolar não é uma problemática recente, e aos poucos se transformou em um grave problema social, ainda mais se for praticada de maneira repetitiva denominada bullying. O objetivo deste trabalho é verificar o perfil e identificar o padrão comportamental dos alunos que praticam o bullying. A pesquisa foi realizada através de um questionário, sendo que os participantes se caracterizam por 165 alunos, sendo 97 do sexo masculino e 68 do sexo feminino, alunos de toda a rede pública estadual e municipal do município de Novo Cabrais - RS, com idade entre 10 e 17 anos. Os agressores se caracterizam como sendo da mesma turma que a vítima, além disso, as agressões normalmente provêm de um menino ou então muitos meninos. Conclui-se então que o presente estudo identificou que os agressores em sua maioria são alunos da mesma turma que a vítima, grande parte dos agredidos diz contar aos pais sobre as agressões sofridas, a maioria dos alunos diz ajudar os colegas como pode, sendo que uma das opções mencionadas foi “ajudar a bater”, e com esta atitude equivocada acabam por elevar este índice de agressividade.

PALAVRAS-CHAVE: Bullying. Agressores. Vítimas.