



School Bullying and Learning in High School Students



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Abstract

The research was based on the study of bullying in school and its impact on the learning of the students of the Educational Unit June 5 #34, of the Canuto parish, of the Chone canton. According to initial inquiries and diagnostic tests, it was possible to identify peer violence as one of the problems that significantly affects the performance of schoolchildren. From this, relevant themes were established in the theoretical framework in relation to school bullying and learning, which allowed analyzing the causes and consequences of bullying in the teaching-learning process. The objective was to determine the level of bullying and its effects on children's learning. The research had a mixed approach, that is, qualitative and quantitative, of a documentary type, with the implementation of the deductive method and the application of the survey as a data collection technique to investigate the behavior of the students and the intervention processes by of teachers in cases of school violence. It was obtained as a result that school bullying has a negative impact on student learning, due to psychological conditions, so it is necessary that teachers and parents are prepared to deal with these situations.

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1 Introduction

The purpose of the study of school bullying is to identify the possible consequences that it may have on student learning, due to the psychological and physical conditions that the boy or girl may suffer from their peers, the educational community must know more about this problem that has existed in society for many years and although it seems unlikely to experience situations like these in the community, they do occur and often silently, which is more worrying. The analysis of this problem is of interest, cases of school violence significantly affect the performance of schoolchildren, who are subjected to a state of depression and psychological convulsion that ends up diverting their attention and interest in studies, in the investigation, it was approached in such a way that allows contributing with preventive measures and procedural protocols to face this problem within educational institutions (Strøm et al., 2013; AlBuhairan et al., 2017; Al-Bitar et al., 2013).

School bullying is a problem that represents a danger for the educational community, which plays an important role in learning because it has negative consequences at a personal and social level, it affects the comprehensive development of children and young people. Middle school students are boys and girls in general with a regular academic performance on average, very active and competitive, who need to discharge their energy by playing, which often generates conflict situations in them. To overcome these difficulties, it is necessary to establish appropriate teaching intervention strategies to identify and prevent bullying and thus improve student learning. Considering that (Collell & Escudé, 2014), determined that the impact of bullying is serious in all the people who participate, that is, both for the victim, as well as for the one who exercises the bullying and the other people who are located in the environment in which it occurs.

Thus, the objective was to determine the level of bullying and its conditions in the learning of boys and girls, to respond to the problem raised with the necessary guidelines for the preventive approach of bullying in institutions. In order to deal with the problem of bullying as a harmful manifestation of aggressiveness, it is essential to assume that we are dealing with a behavior, an attitude or a relationship, which, although they have an aggressive base, "cannot be confused with other behaviors, attitudes and relationships that, although they also have a certain aggressive component, are not identical" (Beane et al., 2008), hence the need to know the features that allow it to be differentiated from other violent behaviors. In addition, as mentioned, in matters of bullying, the culture of silence stands out, which prevents adults from knowing which student is being bullied. For this reason, it is necessary to develop in people a culture of denunciation in the face of the threat of complicit silence when bullying behavior occurs (Rojas, 2005).

In this sense, children are not exempt from becoming victims of violent acts, so much so that, as indicated (Pinheiro, 2006), in the World Report on Violence against Children, "the variety and scope of all forms of violence against boys and girls are only now becoming visible, as well as the evidence of the damage they cause" (p. 3), in their learning and comprehensive development for life.

2 Materials and Methods

The research was developed with a mixed approach, that is, qualitative and quantitative, to describe the events of the study phenomenon based on bullying and its impact on student learning, for which a study was carried out. literary analysis through documentary and descriptive research to characterize a specific phenomenon or situation, indicating its most peculiar or differentiating features (Morales, 2012). In recent decades, numerous researchers have pointed to a mixed method, which integrates both approaches, arguing that by testing a theory through two methods more reliable results can be obtained, its development has been important in recent years (Hernandez et al., 2014).

With the implementation of the deductive method that bases its foundations on certain theoretical foundations, until configuring particular facts or practices (Prieto Castellanos, 2017), In addition, the survey was applied to 15 teachers and 99 students of the ninth year of basic general education of the Educational Unit June 5 #34, of the Canuto parish of the Chone canton, taken as a study sample, as a data collection technique for investigate the behavior of students and the intervention processes by teachers in cases of school violence.

3 Results and Discussions

The results were obtained by applying a survey to teachers and students to determine the incidence of school bullying in the students' learning process, students who suffer from bullying have a low level of learning according to the research of (Pacosonco Saya, 2018).

School bullying school

Bullying is a characteristic and extreme form of school violence. The World Health Organization (WHO, 2002), defines violence as: "The deliberate use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that causes or has a high probability of causing injury, death, psychological damage, developmental disorder or deprivation". Therefore, at an educational level, it is a great concern, which involves the entire community as fundamental actors in the eradication of cases of violence or harassment of any kind.

Violence is an attempt to bend the other, against his will, through force and power according to (De Filippis et al., 2004), it can be stated that violence is any act that refers to the use of physical or psychological force against a fellow man to hurt, abuse, humiliate, harm, dominate and harm. The educational centers of Basic General Education are the cultivation of violence that is nourished by a series of factors and is exacerbated in what is called bullying (Machimbarrena & Garaigordobil, 2017).

Taking as a reference what was determined by (Barri, 2013), bullying is called the situations of harassment between children and adolescents that occur in their equal groups, mainly in educational centers, sports clubs, summer camps, (p.18) . In this way, it indicates that the acts of violent attacks that are succinct in school institutions on a regular and repetitive basis in view of all students who are part of a classroom, is known as bullying, by not taking adequate measures. an act of complicity is being committed, directly affecting the development and intellectual well-being of the student who is being victimized. For Catherine Blaya, studies on school violence have followed three main paths, which basically correspond to the three main areas of knowledge that have been interested in these problems shown in figure 1.

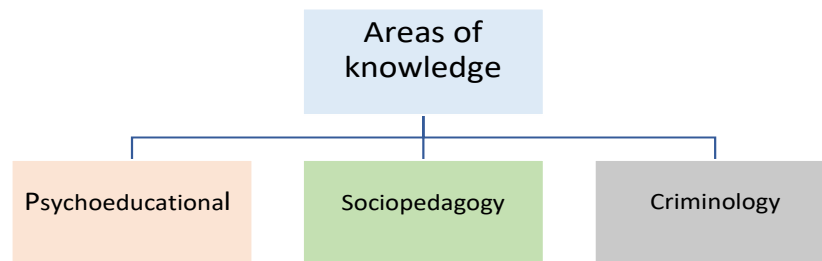


Figure 1. Area of knowledge that studies bullying or bullying

Psychoeducational studies have focused their interest on the implicit and explicit personal and interpersonal processes in the complex phenomenon of aggressiveness, aggressive behavior, victimization, and violence, in their different nuances. This line has been skillful in the description of social factors linked to these phenomena, describing risk conditions, such as poverty, the characteristics of youth, migratory phenomena, and their incidence in these problems (Blaya et al., 2006). The reasons that come to induce bullying within school units can be reflected by different causes such as family, school or personal, and this can be mostly seen in educational establishments with a greater magnitude of students since there is no such detailed supervision whether it is a public or private educational unit (Mundy et al., 2017; Chai et al., 2020; Pincay et al., 2018).

Learning

The concept of learning is still difficult to explain and there is no consensus on its definition. It is defined as a process where the skills of reading, writing and doing mathematical calculations are acquired and developed, promoting academic achievement at different levels; this definition is very broad and does not take into account particular variables of the person who learns such as their habits, interests, culture (Cruz, 2001), among other important variables;

(Schunk, 2012), assumes learning as the ability to acquire and modify knowledge, skills, strategies, beliefs, attitudes and behaviors, however it does not clearly define how people achieve this modification.

Learning takes place when a novel idea is assimilated into an existing cognitive structure (Ausubel et al., 1968), thanks to the fact that a variable influences learning and retention due to the availability in the cognitive structure of putting the relevant ideas, this definition has as strength that is the basis of meaningful learning, but as can be seen, it is a definition that leads to the problem of cognitive structures, on a purely psychological idea, which lacks the inclusion of external variables to the person who learns.

To support all boys, girls, young women, and young people in their learning processes, it is important to recognize them as transforming people of society, a perspective from which a critical understanding of teaching practices in the classroom is necessary, which must be appropriate and focused on the development of excellence for an education at the service of society. For this ideal to be possible, it is necessary to fully identify the talents that these young people have, to potentiate them for the benefit of a common goal for society (Rodríguez Cepeda, 2018).

When referring to learning processes, starting from the pedagogical contexts, it is essential to mention the school and the practices that take place in it. Not all educational institutions carry out training processes that are rooted in the reflection of how the student body is an active subject of their learning. There may be some efforts in this area that guide pedagogy students not only to learn to learn, but simultaneously learn to teach others to learn autonomously, this, without reducing the act to a specific disciplinary learning, it is rather a transdisciplinary experience.

In addition, education "as the main context for the development of individuals, is currently facing social changes that require attention from the classroom, openly requesting a renewal in pedagogical praxis and demanding a greater focus on psychosocial development" (Gutiérrez, 2019), in such a way that students achieve a transformation at the educational level that is sufficiently necessary to strengthen the social character and mitigate problems such as bullying and violence inside and outside educational institutions. Determined investigative processes were carried out through the application of surveys to 15 teachers and 99 students. Figure 1 shows how school bullying behaves within the educational institution.

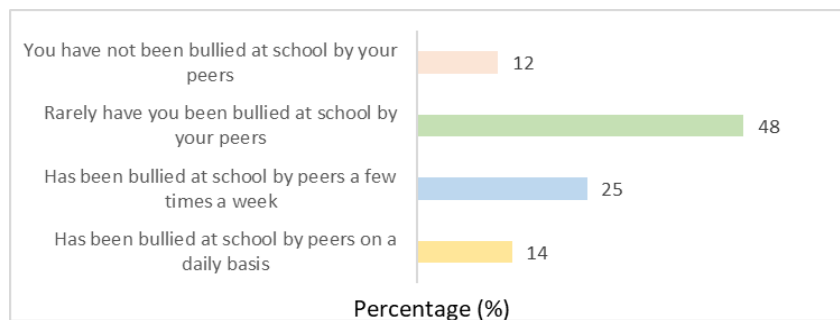


Figure 2. School bullying within the educational institution

48% of students state that they have rarely suffered bullying from their classmates, 25% a few times a week, 14% have experienced these situations daily and only 12% affirms not having suffered any type of school bullying, showing that there is a moderately high level of bullying in the institution with a regular frequency. This implies that it is necessary to take preventive and eradication measures for this evil; however, it is necessary to detect the main forms of harassment suffered by these students, the results are shown in Table 1.

Table 1
Forms of harassment or intimidation received

Alternatives	Frequency	Percentage (%)
A. With physical aggression.	19	19
B. With nicknames or offensive nicknames	38	39
C. With discrimination	26	26
D. With threats	4	4
E. I have not been harassed	12	12

As can be seen, the main forms of harassment that students have with their peers are in 39% verbal, with offensive nicknames or nicknames that affect them psychologically, 26% suffer discrimination, 19% do so with physical aggression, 4% with threats and 12% have not received harassment. Bullying or verbal harassment is the most common among students and the most difficult to detect visually, since apparently the children may be playing and the teacher, unless he is very close, will not be able to hear what the child says to his teacher. partner, becoming a psychological harassment and that unless the victim manifests it, teacher training is required to detect through the student's behavior if he is suffering harassment, which can be seen reflected in his learning, as stipulated in the table 2.

Table 2
School bullying and its impact on learning

Alternatives	Frequency	Percentage (%)
A. I do not concentrate in class because my classmates harass me	14	14
B. I make excuses at home not to go to school for fear of being bullied	8	8
C. All the above	46	47
D. None of the above	31	31

Students who experience some form of bullying at school say 47% say they don't concentrate in class and make excuses to not attend the institution, 14% only state that they do not concentrate in classes and 8% prefer not to attend for fear of continuing to be a victim of bullying, while 31% do not present conditions in their apprentice, despite the fact that part of this percentage He claimed to suffer some kind of harassment. Table 3 shows the answers selected by the 15 teachers to examine their behavior in cases of school bullying and the strategies implemented to prevent, detect, and address bullying in the institution (Liang et al., 2007; Baldry, 2003; Olsen et al., 2014).

Table 3
Preventive measures of school bullying in the educational institution

Alternatives	Frequency	Percentage (%)
A. Awareness campaigns are carried out on school bullying	4	27
B. There is control and surveillance in all the physical spaces of the institution	11	73

The teachers of the educational institution affirm in 73% that as a preventive measure of school bullying there is control and surveillance in all the physical spaces of the institution and 4% affirm that awareness campaigns are carried out on school bullying, however, no teacher could ensure that staff is trained to deal with bullying situations. Given this situation, it is crucial to know if the institution has the action protocols, stipulated in table 4.

Table 4
Detection and measures to deal with school bullying in the educational institution

Alternatives	Frequency	Percentage (%)
A. The institution has an action protocol in the event of the detection of a case of school bullying socialized with teachers	2	13
B. The institution has a protocol of action before the detection of a case of school bullying, but it has not been socialized with the teachers	13	87

As can be seen, 87% of the teacher's state that the institution has a protocol of action before the detection of a case of bullying school, but it has not been socialized with teachers and only 13% indicate that this protocol has been socialized, teachers need to be trained and informed of the strategies and measures they must consider to detect and control a case of school bullying.

The results clearly show the existing problem and how bullying affects student learning, which due to lack of training and the required approach has been presenting itself among students, thus reducing the educational quality that they should receive and leaving psychological effects on their lives. personality and social development. Educational institutions must have action protocols for cases of school violence, classified into the different types of

existing harassment and be socialized with the teaching staff and parents, so that there is a higher level of involvement, relevance, and participation of community education to prevent this problem that has very serious consequences in the learning process of students (Laith & Vaillancourt, 2022; Spector et al., 2014; Chanana, 2016).

4 Conclusion

Several types of bullying can be present in the lives of students that physically and mentally affect the life of a person, the most common is psychological bullying and which leaves greater sequels in the cognitive and social development of children, girls, and adolescents, for this reason the involvement of the teacher in these detection and prevention processes is very important to mitigate this problem. Generating a safe environment and providing confidence to students promotes that students feel comfortable and can talk if they are being harassed, for this, precautionary campaigns against bullying are recommended to help understand each of the situations of adolescents and thus make decisions that are guided to success

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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