

Bullying among schoolchildren and other problem behaviors for coexistence

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Abstract

Introduction: *At this time, bullying among schoolchildren through abuse of power is conceptualized as a complex, multicausal phenomenon, the study of which requires adopting more of an ecological-social perspective and less of an individualistic one, where the peer group becomes the unmistakable unit of analysis. In this paper we set the objective of relating a greater or lesser number of problem behaviors reported by the teacher with different degrees of involvement in bullying, also examining gender differences.*

Method: *We worked with 24 complete units from two public schools in the city of Ceuta, with students from third grade of primary through the second year of secondary education. For each class group we applied two questionnaires: one for evaluating incidence of bullying and for identifying its principal participants, and the other for discovering, from the teacher's perspective, how often his or her students display different problem behaviors for coexistence. We performed analyses of variance (univariate and multivariate) by which we could compare and study possible differences between the different levels of the independent variables.*

Results: *Results show that the variable "Typology of those involved in bullying" is very discriminative with regard to coexistence problems. Those who are more directly involved (victims, bullies and bully-victims) participate to a greater degree in other problems which deteriorate coexistence than do the "implicated onlookers" or "pure onlookers". However, implicated onlookers obtain scores for each of the coexistence factors which vary similarly to the pattern of the victims' scores, but with lower averages. With regard to gender, female victims present significant differences from male victims in behaviors such as academic uninterest and communication skills with the group.*

Discussion: *There is empirical evidence to support the hypothesis which relates frequency of problem behaviors for coexistence and the student's type of involvement in bullying situations. The parallel development followed by implicated onlookers as compared to victims should lead our research to be increasingly serious about violent behaviors of low or moderate frequency.*

Key words: bullying, school abuse, coexistence, victim, bully, school conflict