
Características de la violencia escolar en adolescentes del municipio Camagüey

Characteristics of school violence of adolescents in Camagüey municipality

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Resumen: La presente investigación se realizó con el objetivo de caracterizar la violencia escolar en el municipio Camagüey a partir de un diseño no experimental transversal. Se realizó un estudio de tipo exploratorio, con metodología mixta, compuesto por 49 adolescentes. Las técnicas empleadas fueron la observación encubierta y entrevista semiestructurada. Como resultados se encontró que existe violencia escolar, la cual se evidencia a través de ofensas verbales, gestuales, agresiones físicas y psicológicas. Actos que ocurren en lugares públicos y discretos pero la mayoría de ellos suceden en lugares donde no existe supervisión por parte de los profesores o trabajadores del centro.

Palabras clave: Violencia escolar; Bullying; Labor educativa

Abstract: The present investigation was carried out with the objective of Characterizing School Violence in the Camagüey municipality from a non-experimental transversal design. An exploratory study was carried out, with a mixed methodology, composed by 49 adolescents. The techniques employed were covert observation and semi-structured interview. As results were found that there is school violence, which is evidenced through verbal, gestural, physical and psychological aggressions. Acts that occur in public and discrete places but most of them happen in places where there is no supervision by the teachers or workers of the center.

Keywords: School Violence; Bullying; Educational work

Introduction

At the end of the 20th century, it can be said that violence has acquired different forms of daily manifestation. This is observed, throughout the world, when the mass media reveal a progressive criminality, perhaps the novelty of the subject, has to do with the places where new and unexpected scenarios for the expression of violence are configured; which is not

exclusive to prisons and populous sectors with scarce public and economic resources, at present they are educational institutions, which are being scenes of violence, places where there is lack of control, conflict and progressive insecurity (Ovalles and Macuare, 2009, p. 17).

Currently, violence is one of the social problems that most affects human beings without distinction of country, race, sex, age, layers or social classes and constitutes a stumbling block of significant importance that must be considered in any serious attempt to improve society, and this concerns, in the first instance, the work of the institutions that have a social mandate to conduct and materialize the actions aimed at guaranteeing the preparation of citizens to live and collaborate with their peers in a relaxed psychological climate, of mutual respect, where behaviors that are harmful to the other or the environment do not find space.

Violence has different edges and is the object of analysis on different levels, from the most general; that is, the one who considers it as a social phenomenon, whose roots penetrate the essence of the most diverse aspects of the life of society, up to the approach that its study presupposes as a behavioral manifestation that has a space of expression in the field of interpersonal relationships and the relationships of man with his environment (Regueira, nd, p. 11).

A current and growing health problem in the school community is the aggression and violence observed among students, being of such intensity that it has caused negative incidents in children and adolescents, such as difficulty in learning and dropping out of school, observing this problem cross-sectionally in various cultural and social contexts (Cid H, Díaz M, Pérez, Torruella P, and Valderrama A, 2008, p. 2).

Violence in schools has been increasing remarkably in recent years, especially due to media exposure. New technologies in classrooms, at home and in society, in general, help to make this fact known through photographs and videos captured at school and disseminated online. The child learns from the experience in himself as a model that he observes in others, be it real characters or characters on the screens of cinema, television, video games, the Internet, a phenomenon known as "symbolic modeling". Children learn to behave violently because they

live in a violent environment or have a propensity for violence, and they learn on screens how to shape their behavior. Some children are violent due to various factors, such as family, school, and the neighborhood. These factors influence them 80% or more. (Sanmartín, 2000, p. 19).

In its multiple manifestations, violence is always a form of exercise of power through the use of force (whether physical, psychological, economic, political) and implies the existence of an "up" and a "down", real or symbolic that usually take the form of complementary roles: father - son, man - woman, teacher - student, employer - employee, young - old (Corsí, 1995, p. 2). When this phenomenon develops in the school context, you can find school violence, school aggression, or bullying.

A fundamental determining factor for the prevention of school violence is linked to the social protection that States provide to new generations, as well as the quality of the conditions of good government in a country, in terms of the legal framework and the policies they offer social protection. Therefore, it is necessary to review the reforms of the educational systems in order to verify how the problem of the prevention of school violence in the countries of the region is addressed, since precisely in the educational reforms what is stated in the letter of educational policies in order to meet the demands of society (Rodney and García, 2015, p. 149).

The educational work of the school aimed at eradicating behavioral manifestations of violence in students, involves equipping teachers with the essential theoretical and practical resources that allow them to design, apply and evaluate the results of suitable actions that guarantee the achievement of the desired objective and, in this direction, the detection in the school environment of violent tendencies by the students, towards themselves, their classmates, teachers, family members and the environment constitutes a mandatory starting point (Regueira, nd, p. 9).

In Cuba, particular attention is paid to manifestations of violence and school institutions carry out systematic work aimed at reducing or eradicating them, wherever possible, so that

children, adolescents and young people grow and develop in conditions favorable to live fully and free from the danger of suffering the negative consequences of violence (Regueira, nd).

As mentioned in previous studies in Latin America and Europe, there are several studies that point to the issue of school violence, since this is considered a phenomenon that greatly affects the well-being of the subject in schools.

In Cuba, particularly few authors have approached and investigated this topic, among them we find (Regueira, nd) who mentions in some of his articles the importance and relevance of the topic of violence as well as the different forms in which that it is perceived and manifested. Therefore, considering these opinions and considering that this is a phenomenon that greatly affects school well-being, it is understood that it must be studied and addressed in depth in order to know what are the characteristics of school violence in recent years.

Development

Starting from an assessment of the definitions provided by various authors on violence, a useful new approach is offered for teachers who are committed to making their work an important contribution to creating the foundations of a healthier society, where tolerance, Respect for the other, solidarity and fraternity are firm fences that rise up in the face of behavioral manifestations of violence in the school context and valuable reflections are made on the different forms it takes in order to design, execute and evaluate the results of the actions that in the desired sense are integrated with a view to making the school environment a promoter of interpersonal relationships and with the environment that corresponds to the aspirations of contemporary society (Regueira, nd, p. 13).

The naturalistic concept of aggressive behavior, which has its roots in ethological research, has managed to impose a certain belief about the inevitability of aggressiveness, which has surely led to an excessive generalization about how powerless we can be against it. Affirm that aggressiveness is a component of the set of those that allow the adaptation of the human being to his environment, in its basic dimensions: physical, psychological and social, not only must not go from there, but current ethologists as they recognize that said Patron finds, among humans, a way of unfolding in the verbal negotiation of the conflict that all aggressive

behavior implies. Thus, it should be established that, even accepting that aggressiveness does not always have to lead to violent behavior, nor does it have to be uncontrollable, the phenomenon of violence, in any of its manifestations, is a social phenomenon, the psychological components of which can be modified through educational processes. In short, it is convenient to separate, on the one hand, the debate on aggressiveness as a basic component of behavior; and on the other, the specific problems of social adaptation of schoolchildren to the methods and strategies that their teachers offer (Ortega, Del Rey, and Mora-Merchán, 2001, pp. 97-101).

It is clear to most people that physical assault, insult, or injury constitutes violent behavior, but the current conception of this term is much broader, ranging from contempt, underestimation, and intolerance, to silence. This is one of the difficulties that researchers face when they begin to analyze the phenomena of violence in schools, so it is intended to provide teachers with tools to prevent those violent behaviors that can manifest themselves in the pedagogical process (Regueira, sf, p. 2).

It is essential to define the concept of violence, in order to understand the premise of the topic, that is, violence in school settings.

Olweus (1999, p. 58), refers that a schoolchild suffers violence or harassment (“mobben”), when he is repeatedly and repeatedly subjected to assaults by another or other schoolchildren. A student is attacked or becomes a victim when he is exposed, repeatedly and for a time, to negative actions carried out by another student or several of them.

For its part, the World Health Organization (WHO) defines it as “*the intentional use of force or physical power, in fact or as a threat, against oneself, another person or a group or community, that causes or has very likely to cause injury, death, psychological damage, developmental disorder or deprivation*” (Francisco, 2005, p. 319).

Pintus (2005, p. 21), conceptualizes school violence as a manifestation that occurs in the space of human relations in the context of educational institutions. The experiential consequences of this violence are negative, such as feeling hurt, damaged, despised, belittled, and / or diminished.

To speak of violence in adolescent behavior within an educational institution, it is necessary to clarify that the correct denomination is: school violence, it is the product of survival, it is a channel of expression, it is the high point of aggressive impulses by and adolescents, since in dangerous situations they are allowed to use it, until they protect or save their lives (Silva, 2006, p. 665). It differs from the legal concept, because the premeditation of causing harm is not part of it, it is simply the result of an explosive reaction, of a thoughtless response directed towards the institution, other students or teachers.

School violence is defined as the intentionally harmful action or omission exerted between members of the educational community (students, teachers, parents, junior staff) and that occurs, either within the physical space of school facilities or in other directly related spaces with the school (surroundings of the school or places where extracurricular activities take place (Vega, 2014, p. 15).

School violence is a consequence of the participation of the subjects that make up the school in different situations of violence that are present in society, which are learned by the subjects in their most immediate social environment and are reproduced at school, making themselves evident the serious crisis that originates in the system of social relations that are established within the school. From this budget, the inappropriate use of power that any member of the educational community can or exercises, which affects school dynamics, transgresses the rights of the victim or victims, causes damage to people and material property, is assumed as violence, especially against the development of the student's personality (Rodney and Garcia, 2015, p. 17).

Aggression in schools is a universal problem. Bullying and victimization represent different types of intervention in situations of violence during childhood and adolescence (Lopes, 2005).

It should be clarified that although there are some phenomena of school violence in Cuba, they do not manifest themselves as in other countries, since they do not reach the point of becoming a threat to the lives of students (Vega, 2014, p. 23).

To prevent school violence (...) it is necessary to analyze them from an evolutionary perspective and at different levels, including, together with the interaction that the students establish in the school, which exists in the family, the quality of collaboration between both contexts (Díaz, 2005, p. 37).

The teachers, as they are the most responsible for the direction of the pedagogical process, have the task of contributing to turning school centers into suitable spaces for learning coexistence, tolerance, solidarity, respect for human rights, non-violence and the love of peace. Children who had teachers who maintained order in the classroom and provided clear guidelines for acceptable behavior, showed less aggression in the upper grades (Regueira, s.f).

Methodology

The present investigation was carried out at the Antonio Maceo y Grajales basic secondary school in the municipality of Camagüey based on a non-experimental design. An exploratory study was carried out, based on a mixed methodology. From a population of 469 schoolchildren, a sample of 72 students was selected from a pure intentional non-probability sampling where there was a sample drop of 23 students, so the study was carried out with 49 students. The techniques used were covert observation and semi-structured interview and document analysis.

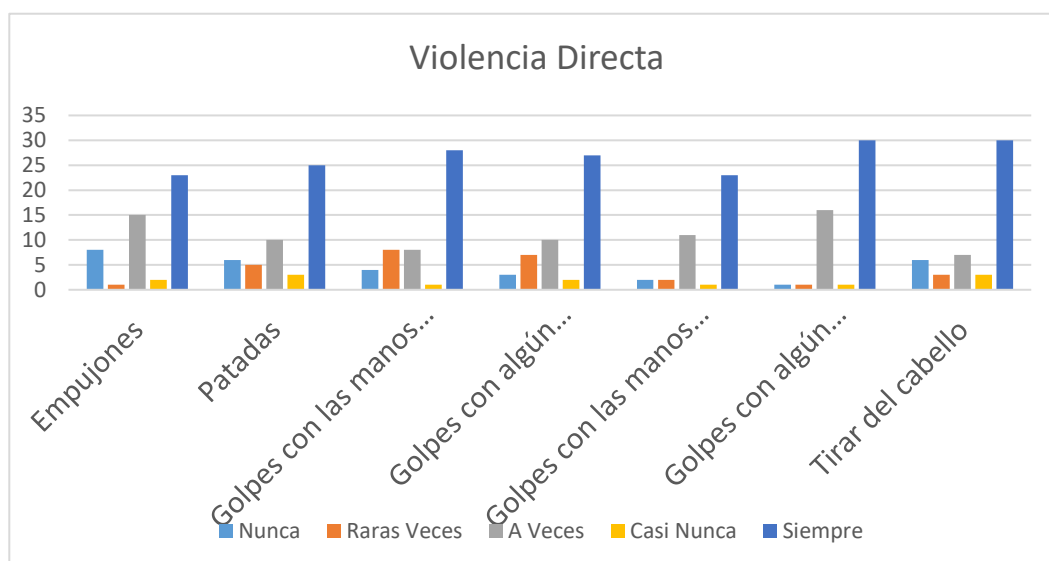
Analysis and discussion of results

During the study, it was corroborated that violent manifestations are evident in the school during free time, both between students of the same sex and of opposite sexes, although in the case of males the number of incidents is greater than in females. It was also obtained as a significant result that interpersonal relationships between students and teachers sometimes become difficult because there is poor communication between them and inappropriate educational styles on the part of teachers towards students.

It was also known that many of the students identified as victims respond aggressively to provocations when they are systematically repeated, although some of these students prefer to remain isolated and distant from the groups, but generally use violence in the face of

frustrating situations, be they created inside or outside the school, which coincides with studies by Guadalupe et al.

Graph 2: Existence of direct violence in the school



Source: survey

Related to the existence of violence among the students of the center 24 affirmed that there is violence between them and 16 expressed that they are actions that sometimes happen, however 20 students agreed that if they had witnessed acts of violence in their school and 16 They agreed that these actions sometimes occur, which is a significant fact considering that most of the students agree that they are actions that occur with certain frequency within the school.

After this search and the results obtained, it can be said that there are articles from R / M: 357/2015 that refers to violations of school discipline and the measures that should be adopted in these situations, but there is no evidence from legal documents. to speak or address the issue explicitly about school violence, how to prevent or eradicate said situation, this being an important issue within the student institution that has been gradually increasing in recent times and that is affecting society so much.

This result does not coincide with what was expressed by (Rodney and García, 2015, p. 149). Despite the fact that in his study he found in other documents that a fundamental determining

factor for the prevention of school violence is linked to the social protection that the States provide to the new generations, as well as the quality of the conditions of good governance in a country, in terms of the legal framework and policies that offer social protection.

Therefore, it is necessary to mention that, in addition to the Ministerial Resolution, and considering its headings, each school draws up the school regulations that take into account the specificities of the center. In the case of this investigation, a document that meets these characteristics has not been found, which is considered a weakness since it shows that there is no planned intention to prevent or mitigate the manifestations of violent acts in any of its dimensions. This is considered serious considering that the results of this study show the presence of school violence.

Conclusions

The existence of school violence is evident, manifesting itself through verbal, gestural offenses, and physical aggression (direct and indirect violence)

These acts occur repeatedly both in public and in discreet places, although the greatest number of incidents occur in places where there is no supervision by the teachers and staff of the center.

The aggressors or victimizers frequently maintain violent behavior towards their peers or students that they define as victims from their position, but they generally respond in the same way to the provocateurs of the aggressors or frustrating and unpleasant situations created by them systematically.

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