Understanding factors which trigger bullying among students at herbert spencer school

Claudia Patricia Pulido Valenzuela
Ian Marcela Brieba Cristancho
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UNDERSTANDING FACTORS WHICH TRIGGER BULLYING AMONG STUDENTS AT
HERBERT SPENCER SCHOOL

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUA CASTELLANA INGLÉS Y FRANCÉS
BOGOTÁ, 2014
UNDERSTANDING FACTORS WHICH TRIGGER BULLYING AMONG STUDENTS AT HERBERT SPENCER SCHOOL.

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Research project submitted in partial fulfillment of the requirements for the degree of Bachelor Degree Program in Spanish, English and French

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LICENCIATURA EN LENGUA CASTELLANA INGLÉS Y FRANCÉS
BOGOTÁ, 2014
Note of Acceptance

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President of the Jury

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Juror

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Juror

Bogotá D.C., 2014
Dedication

This thesis is dedicated to my family, especially to my grandmother and my mother who were my unconditional support while I carried it out. Also, I would like to express my sincere gratitude to my classmates for their effort and encouragement for developing this research.

Marcela Brieba Cristancho.

I want to thank God for allowing me to work on this project with my colleague researchers. Also I want to thank my parents for their unconditional support and finally to my tutor Jairo Castaneda for his support and contribution to this project.

Claudia Patricia Pulido Valenzuela.

This thesis is mainly dedicated to my parents who have supported me all the way since the beginning of my studies. Also to my classmates Marcela, Claudia, Daniel and Yurany who believed in the richness of learning as well as in the relevance of this project. And finally to all the people who have been part of this process since they were a great source of motivation and inspiration.

Pablo Augusto Rojas Hernández
Abstract

The main objective of this research dealt with providing the reader essential information, which facilitates understanding the social factors which trigger bullying among students’ behaviors at Herbert Spencer School, a private educative institution located in Bogotá. Taking into account Olweus’ approach (1993), bullying is a kind of repetitive victimization against the same person, who is forced to do or suffer things by another one who practices his or her supremacy of power. That is why we made specific insights about this problematic in the institution because the students presented a behavior related to this phenomenon. Taking into account that bullying is more likely to happen in aggressive and violent environments; all along this research the social factors that trigger bullying in such context will be approached. These factors include: mass media influence on students’ behavior, family role played on the students bullying behavior and and the kinds of aggression presented at the institution. Thus, the comprehension of the previous mentioned factors, led this study towards setting out a series of pedagogical implications regarding a meaningful prevention and treatment of bullying and harassment at Herbert Spencer School.

Key words:
Bullying, social background, bully, school environment
Resumen

Esta investigación tiene como objetivo proveer al lector información esencial que le facilite entender los factores que posibilitan el acoso escolar entre estudiantes del Instituto Educativo Herbert Spencer School, una Institución privada ubicada en la ciudad de Bogotá. Basados en los planteamientos de Olweus (1993), el bullying es un tipo de victimización repetitiva en contra de la misma persona, siendo este acosado o forzado a hacer cosas por parte de un individuo que ejerce mayor poder sobre su víctima. Por tal motivo nosotros puntualizamos esta problemática en dicha institución, ya que los estudiantes presentaban un comportamiento arraigado a este fenómeno. Teniendo en cuenta que el acoso escolar tiene más posibilidades de presentarse en ambientes propensos a la violencia y a la agresividad, a lo largo de esta investigación se describirán los factores sociales que detonan el acoso escolar en dicha Institución Educativa, tales como: la influencia de los medios masivos de comunicación en el comportamiento de los estudiantes, el rol jugado por la familia del estudiante y los tipos de agresión presentados. La comprensión de estos factores direccaron esta investigación hacia el planteamiento de algunas implicaciones pedagógicas significativas para el tratamiento y prevención del acoso escolar en la Institución Educativa Herbert Spencer.

Palabras claves:

Acoso escolar, antecedentes sociales, acosador, ambiente escolar.
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Chapter One: Introduction

Statement of the problem

1.1. Background

This research is seeking to approach the social factors which trigger bullying among the students at Herbert Spencer school. Taking as reference the data gathered all along our practicum process at Alianza Social Educativa ASE foundation as well as the approaches made by Mishna, OECD and Olweus, who have described in their researches how sort of factors can influence the students regarding bullying behaviors.

As mentioned above, this project emerges from our observation done at Herbert Spencer School during the first stage of the pedagogical practicum carried out from 2012 to 2013 first half by the Alianza Social Educativa ASE in association with La Salle University where we noticed representative and repetitive cases of violence and aggressiveness among certain students (see appendix 4). According to law 1620 of may the 5th 2013 of Colombia, bullying is defined as “a negative conduct, intentional and methodic aggression, intimidation, humiliation, ridicule, coercion by a student or various of their equals with it is maintained an asymmetric relation” These facts called our attention, and in light of the previous definition, our research will attend find the factors which trigger bullying on tudents at Herbert Spencer School.

The process for making out the target population started by applying a series of instruments (see appendices 1 to 6) in the first stage of our practicum. As a result of this process,
we established that sixth to tenth graders were whom negative behaviors were more frequent. Then, bullying behavior noticed from eighth to eleventh grades (see appendix 7) became more relevant due to the frequency and particularity that these grades presented. Once the target population was delimited, we started to design the appropriate data collection instruments (see chapter 3) by following a research design (see figure 1) that led us to more sings that trigger this kind of behaviors among students.

As a product of the moments previously mentioned we established the bullying problem as a result of a series interactions as well as the students’ social background. Also, taking into account the instruments applied to students, teachers and school managers (see appendices 8 and 9) it was determined the existence of bullying phenomenon at Herbert Spencer school. Based on his information, we decided make further emphasis on the actors behaviors and how the social background of the students whom bullying bahaviors are evident trigger this problematic. Thus this research aim will be to describe the factors lying in the social background of the bullies at Herbert Spencer school.

1.2. Justification

This research is seeking to widen the knowledge about bullying phenomenon from bully’s social background perspective at Herbert Spencer school in order to provide the school with a better understanding of the problem when determining possible solutions, treatments and prevention plans for it. Also this research aims to provide Alianza Social Educativa foundation ASE and the university of la Salle relevant data about negative behavior on students in order to optimize the educative projects they carry on not only this institution but also the other ones.
Finally, this study will contribute to our professional background regarding our future role as teachers as well as enabling us for providing solutions or insights about this phenomenon in the institutions we will be working on. All this as a result of the investigative skills we developed all along this research.

1.3. Research question

What are the factors which trigger bullying at Herbert Spencer school?

1.3.1. Sub question

Which are the social background factors that determine the bully behavior at Herbert Spencer School?

1.4. Objectives

1.4.1. Main Objective

To describe how the social background factors of bullies affect the interaction dynamics among students at Herbert Spencer School.

1.4.2. Specific Objectives

- To identify the social background factors of bullies behavior at Herbert Spencer School.
To demonstrate the existence of social background factors that influence the bullies behavior at Herbert Spencer School.

1.5. Scope and limitations

During the time we conducted this research, there were different limitations which challenged our study normal procedure. The first one was related to the data collection process, more exactly with interviews since we were not allowed to record the students testimony according to legal concerns in article 33 of the 1098 congress law of 2006 which talks about the children and adolescents privacy rights. The second limitation had to do with the change of school where we carried out our pedagogical practicum. This situation was presented because, apparently, the English courses on Saturdays will not be carried out anymore at Herbert Spencer school. Consequently, the instruments application was postponed in that semester, thus researchers applied instruments on weekdays in different dates of the second half of 2012, notwithstanding that they did not carried out the pedagogical practicum in Herbert Spencer School.

Other limitations of this study dealt with the research advisor change, the school closure on 2013 as well as the faculty non response to our first draft of the project. Despite the limitations above, we managed to collect as much information as possible (see appendices: 1 to 6) as well as meaningful insights from the literature review (see chapter two) in order to reach a better comprehension of our research problem.
Chapter Two: Literature review

The intention of this section is to give theoretical evidences about bullying regarding students social background and how it affects their behaviors. Initially, we display the bullying definition, its included agents and their role in the social interactions. In other step, we describe in a detail way the outsiders who are involve in the students context.

2.1. Theoretical framework

2.1.1. Bullying

Initially, Dennis (2008) typifies bullying behavior in a constant intimidation method such as physical, verbal, emotional or psychological done by an individual or group. Also, the author points out that bullying is any kind of action such as hitting or name calling that makes people feel angry, injured or upset. This theory also is shared by Jacobson (2013) who claims that bullying involves a lot of social events which always have the same purpose submitting someone through leaving the kids out of activities, ignore them, spooling their things or their homework, insulting them and putting them nicknames. Also, to him some children are easier to be bullied because of their problems of learning and writing and because they are different to others in some aspects.

Additionally, Mishna (2012) points out that there are certain elements that can help to determine a precise bullying definition. One of them is how aggression is given, for example,
verbal aggression, which is another considerable form of violent behavior that is used to discriminate socially with physical features such as race, ethnicity or disability, as well as rumor spreading and talking about others.

On the other hand, in Jimerson & Swearer (2010) point of view, bullying is not linked to development in adolescents; it helps to develop aggressive behaviors which can be varied, creating in school an atmosphere of intimidation and fear. It is usually a problem of strength between two or more subjects, evidencing violent behaviors trying to have the supremacy of one over the other.

Taking into account the previous definitions, the next step was understand the theory about the bullying origin. Therefore, Sullivan, Cleary and Sullivan (2003) state that bullying is an unpredictable behavior that emerges without following any pattern and it becomes a problem in any social type of school, this reprehensible behavior does not restrict factors of race, gender, natural distinction or social class. Thus, it was important to determine the agents social background, regarding the establishment of patterns or factors which presumably conditioning the students behaviors. Rigby (2007) said that bullying agents usually are in this way: the “Bully” facing the victim and witnesses are around, rarely behind the harassed student or who does the bullying. This scenario allows teachers to identify a bullying situation in open fields, for example, in the play zone at school, outside school and pay more attention in those places or any other; these are places in which social interactions take place as well as bullying signs thus the teacher can identify them with previous training. Also, Sullivan, Cleary and Sullivan (2003) pointed out that the main agents of bullying as "Bullying triangle": bullies, victims and spectators. They define each one as bullying participants in the following way: Bullies,
FACTORS WHICH TRIGGER BULLYING AMONG STUDENTS IN HERBERT SPENCER SCHOOL

know to use the power, people that are in a leadership position in front of their minors. victims, people who show vulnerability, they are in a social, emotional and academic disadvantage because they tend to think that they are responsible for the intimidation that they are suffering, besides, due to the continuing abuses they believe that they are useless people and often they are in depression and come to self-harm and suicide. Spectators, who play a more important role than the bullie or victim because without their positive participation there is not a solution to bullying but at the same time, this aggression can continue if viewers allow it.

2.2. Social background

Initially, background is described by OECD (2010) as atmosphere surrounding the student in terms of his experiences lived in some external aspects of him. This organisation considered background as:

“Background refers to various characteristics of each student’s family and community, including: their socio-economic background, their immigrant status, their home language, their family structure, their school location or home background in its community context.” (p.29)

Likewise, the organization pointed out that background of a student is related with exposed social features which could explain why the students behavior at school. Moreover, Horne, Bartolomucci & Newman (2003) state that in schools it understands that students come from several and different social situations in which there are unqualified examples which denotes positive and helpful behavior to promote social acceptance and friendship. Thus, taking
into account the previous considerable arguments, we considered take the named characteristics by OECD in order to support and explain the students behavior.

2.2.1. Socio-economic background.

In the first place, Kincheloe and Steinberg (2007) state that students’ socioeconomic backgrounds alludes to the student education level, family income, and professionalism of an individual or group. In schools one can find with students from higher socioeconomic status who show appropriated attitudes in terms to coexistence in school community. In contrast, to them, students with lower socioeconomic statuses is difficult to ignore, due to they often face extra challenges including a dearth of learning resources, difficult communication with others and poor motivation that negatively affect their disciplinary performance. Socio-economic background refers to a combination of characteristics of a student’s family that describes its social, economic and cultural status.

2.2.2. Family

Acevedo (2005) states that bullying usually is a deliberate or malicious abuse which occurs during a certain period of time. Additionally, to him most of the perpetrators have stories of abuse in their homes, from families with some kind of power that is executed aggressively because these guys are usually children of abusive parents, who grew up in homes where never taught limits and self-control. Moreover, the victims come from families with insecurities but with great desire to please others by fear of rejection, these children instead of the perpetrators are kids with low self-esteem and are characterized by being submissive people. Or in other cases, the victims are children, who since childhood have received bad treatment at home, that is, are children who have grown up with emotional weaknesses, feeling guilty and less worthy of
affection. Finally, the author points out that some victims of bullying are children who have received so much abuse in their homes, they only know that pattern of behavior and sometimes for that reason, they are unable to report abuse at school.

In addition, Martinez (2008) argues that every single person establishes his own interaction criteria. All of them are in direct relation to the circumstances of the environment. So bullying is treated as a social or group problem that emerges from the bad relationships generated in the classroom, where often the perpetrator, the victim plus the beholder are immersed in a process of maladjustment. Thus, it is in the school dynamics where the violent scenarios take place, this phenomena establishes unchanging behavioral patterns. It should be pointed out that Castillo (2011) carried out the violence issue in school as a phenomenon directly linked to the social context in which this one is involved plus the values, principles and teacher role that the school provides.

The previous information provide us with meaningful insides about bullying phenomenon in order to analyze and understand the information that will be gathered during the research process and students behavior in a Herbert Spencer School.
Chapter Three: Research Methodology

Taking into account, that this study came out from an educational context observation, we considered important to analyze the information from authentic, real and relevant data collected from this context. As Dornyei (2007) stated in his book: Research Methods in Applied Linguistics, the researchers tend to consider each issue or detail as part to close to the research topic in order to answer their research question in a qualitative project. Additionally, the author pointed out that qualitative approach also has few disadvantages regarding to messy records for beginner researches. Throughout this kind of research method, it is easy to obtain a lot of information that in a first stage could be useful. But, through the research time, it would be evidenced what really matters in a qualitative study are having quality rather than quantity of information.

The previous words do not mean that the qualitative approach is an unsure or non-effective research method. But, it means that a qualitative research process should be organized, responsible and heterogeneous, in order to better analyze and classify the gathered information. That is why, from this academic paper, we decided to use the qualitative approach as a way to analyze the gathered information during the whole research stages, following some steps proposed by the approach with the aim to collect the necessary information in order to answer our research.
3.1. Research Design

This research plan included five main phases, the first one dealt with designing the data collection instruments, in which we included field notes, surveys, questionnaires, and interviews (see appendixes 1 to 10). These data collection instruments were made under the qualitative approach as well as a case study, for providing the researchers with a wide view of the phenomenon previously mentioned. Even though, the nature of this study is qualitative, it was also necessary to design and apply quantitative instruments mainly for sample selection stage.

The second one had to do with narrowing the population taking into account mainly the surveys outcomes (see appendices 7 and 8), the third one with applying the instruments in order to collect meaningful data (see appendix 11), the forth one dealt with analyzing the gathered data see (chapter 4) and the final one aimed to describe the results and conclusions see (chapter 5). All of them designed in order to cover the situations noticed during the observations for being applied in the second phase which was the applicative one. The process above will be better describe on Figure.
3.1.1. Case Study

Taking into account that we want with a qualitative approach reach meaningful data in order to better understand how factors of bullies’ social background affect the dynamic interaction among students of Herbert Spencer School, for this study we decided to use case study as a tool to achieve it. To Guillham, (2000), case study is a method that can be an individual process, a group (an office, a family), an institution (a school, a factory), a community (an industry, a town) or in multiple cases which researchers work looking an answer for.
particulars research questions. In spite of Likewise Mackey and Gass (2005) who point out that case study provides researchers of detailed descriptions of the target population, taking into account their behaviors and their typical, common and repetitive reactions at specific circumstances. Considering the previous authors’ definitions, we determined that case study helps this research to support our particular research questions.

Furthermore, Scholz & Tietje (2002) state case study as a descriptive, exploratory or an explanatory research method which is based on the collection of different kinds of evidences where the researcher understands activities within important circumstances of the target population. Taking into account what author said and considering our collected evidences during the process of this study, exploratory case study is the reliable tool for decoding data collected. Therefore, Swanborn (2010) stated that exploratory case study research is characterized by flexibility, because researchers should be ready to change the research direction as a consequence due to findings from data collected through the instruments used. Also, to him it is typical that researches are receptive to new ideas, in order to learn about new possibilities and find interesting results. For that reason, exploratory case provides us with several alternatives for reaching the research proposes.

3.1.2. Research setting

This educational research took place at Herbert Spencer School, a private Institution located in Suba Rincon neighborhood in the northwestern of Bogota city. This school had an educational agreement with Alianza Social Educativa Fundation, in association with La Salle University, where students from second to eleventh grade took a particular English course at Herbert Spencer School installations.
3.1.3. Research population

Herbert Spencer School is an associated volunteer institution of the Alianza Social Educativa foundation, which it is defined as an educational establishment where people can train integrally. The foundation has many social goals, one of them is provided English skills knowledge in order to improve their life styles. According to that, we as pre - servers teachers taught English in basic levels at mentioned school. At Herbert Spencer School students went Saturdays for increasing their English skill in reinforcement classes.

Those students were the participants in this qualitative research. There were around 144 students’ boys and girls from 6th to 11th grades. Also, there were 8 teachers and institution directives who were key informants in the development of applied instruments.

3.1.4. Sampling

The setting of this qualitative research is a private school which has a big population, on average 320 students, due to quantity of students, we need a method to narrow these population in terms of students who are in an evident interaction dynamics. Hence, Berg (2001) set out that an useful method for selecting a number of participant from the whole population in an investigation, is sampling.

3.1.5. Instruments

It should also be pointed out that Robson (2002) established case study researcher has the possibility to use or apply a variety of instruments, in order to collect relevant data as evidence for reinforcing the investigation. Some of those "sources of evidence" are: documentation,
archival records, interviews, direct observation participant observation and physical artifacts.

Additionally, to Scholz & Tietje (2002), there are some sources of evidences which support a case in regard to obtain reliable information. The instruments are showed in figure 2.

![Figure 2. The instruments used for case study research.](image)

*Source:* Scholz and Tietje (2002)

In order to establish the real situation at Herbert Spencer School about bullying and how it affects the dynamic interaction among its students. It designed instruments for the purpose of collecting relevant data in order to answer the question research and accomplish the general and specific objectives supported with theories written in the beginning of this paper.

Consequently, based on case study theory and the sources of evidence which provide, we designed four instruments, such as: observations, surveys, questionnaires and interviews; each one with a specific qualitative achievement. About the first instrument, we as the observers, noticed and registered particular aggressiveness and repetitive events in different places at school, such as: classrooms, play yard, the school entrance and the cafeteria, (see appendix 1 to
6) where highly remarkable in order to determine how the next instruments should be designed, and what kind of information wanted to be collected.

3.1.6. Field notes

Emerson, Fretz and Shaw (2011) points out that field notes are written data collection documents made to report the experiences observed. Those experiences and concerns collected are organized taking into account the ethnographer’s perspective. According to Robinson (1994), field notes have some specific characteristics, such as: describing what is happening with the person observed, they record the length of time each activity takes during the observation, they change widely in an indirect proportion according to how much the observer participates and finally, they have to be classified by marks, next to notes that call for an explanation. According to this, field notes are a very helpful tool for collecting data in order to make a deep description of what is observed.

The observations were made during the first stage of the pedagogical practicum carried out first half of 2012 at Herbert Spencer School; time allotted for this observation was two hours during Saturday’s classes including the break time. All along this observation, it noticed representative and repetitive cases of aggressiveness against certain students. The data were collected from field notes in which it was registered particular aggressiveness events in specific places, such as: classroom, the play yard, the school entrance and the cafeteria, all of them common and propitious places for students’ interaction. Thus, the instrument helped us to determine students behavior in their scholar environment with their peers, so as to classify their negative conducts into bullying phenomenon or typical scholar violence among students.
3.1.7. Questionnaire

Then, in regard to validating specific information about the target population, it was applied a questionnaire (See appendix 7) in which there were questions pointing to ratify some aggressiveness and repetitive patterns according to students’ dynamic interaction. Whereas, Singh and Bajpai (2008) affirms that questionnaire allows researchers a wide coverage of reliable information with which it will get valid answers. For creating a valid questionnaire in which students could report their bad experiences in terms of bullying, it took into account the Bully Victim Questionnaire which is a survey designed by Olweus D. in 1996, which its sketch was constituted by forty-two questions to measure a sort when appear bullying’ factors. Addionally, Davis (2007) complemented that BVQ is a useful questionnaire when it is used in schools, because it provides relevant and detailed information concerning bullying attitudes and particular behaviors in school environments. Given these facts, questionnaire was a relevant and useful instrument in this qualitative research since it helps to collect personal students’ information in a classified way.

3.1.8. Surveys

In words of LeCompte, Preissle and Tesch (1993) survey describes a piece of land and defines the main characteristics of a population group or a community. The term survey research is used in sociology to refer to collecting information from a range and large group of people. In addition, Davis (2007) pointed out that surveys help to analyze personal actions and attitudes surround bullying, although according to Dewey (2006) an anonymous student survey is not enough to identify who are the victims and who are the bullies.
The previously mentioned, helped us to collect valid information from teachers due to their interest about the increase of violent and aggressive behaviors on students at Herbert Spencer School, according what teachers argued in made observations.

3.1.9. Interviews

The interview was applied to Herbert Spencer School teachers so as to gather punctual information in terms of social background of students, as they share scholar time with students. In this order of ideas, O’Raily (2005) established that ethnographers normally use an interview as a flexible method to listen and to ask questions to an individual or group while the researcher is participating and observing. For interviews it is necessary to take people sideways and attempt to talk with the group selected in a more predetermined manner. Additionally, in words of Mackey and Gass (2005) the interview is not considered as a stiff instrument in which population can feel uncomfortable, by contrast the target population answer in a spontaneous and honest way.

For gathering relevant and detail information from all participants involved at Herbert Spencer School, it was used a reliable type of interview: the structured interview. According to Dornyei (2007) this type of interview is useful because it aids to collect detailed information from legitimate answers by interviewee, by reason of that interviewer must use an interview format with precise and specific questions. Thus, with structured interview the target population of this study were focused on the interview’s main topic, in this way we could control and cover their expectations about required information.
3.1.10. Trustworthiness

Newman and Benz (1998) emphasized validity as a synonym of legitimation in which the main purpose is related to have consistent research methods in order to link with formulation of research question in a qualitative research. In addition, validity use to be the supporter of the theory throughout research, because it aims to relate the findings with reality of the specific case. Likewise, Johnson (1997) delineated three types of validity, the first one is a descriptive validity in which researcher points out fidelity. The second one is an interpretive validity where qualitative researcher collect participants' experiences and perspectives. And the third one is the theoretical validity which provides clarification of phenomenon in a qualitative research.

Taking into account previous theory by Johnson (1997), we decided apply the three validity brands as this study looking for achieve high levels of trustworthiness and reliability. Similarly, Guba (1981) considered validity into four remarkable aspects and strategies which a researcher has to taking into account in his investigation. Table 1 presents the strategies used in this study.
Table 1.

_Provisions made by researcher in a Qualitative Researcher Wishing to Address Guba’s Four Criteria for Trustworthiness._

<table>
<thead>
<tr>
<th>Quality criterion</th>
<th>Possible provision made by researcher</th>
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<tbody>
<tr>
<td>Credibility</td>
<td>Adoption of appropriate, well recognised research methods</td>
</tr>
<tr>
<td></td>
<td>Development of early familiarity with culture of participating organisations</td>
</tr>
<tr>
<td></td>
<td>Random sampling of individuals serving as informants</td>
</tr>
<tr>
<td></td>
<td>Triangulation via use of different methods, different types of informants and different sites</td>
</tr>
<tr>
<td></td>
<td>Tactics to help ensure honesty in informants</td>
</tr>
<tr>
<td></td>
<td>Iterative questioning in data collection dialogues</td>
</tr>
<tr>
<td></td>
<td>Negative case analysis</td>
</tr>
<tr>
<td></td>
<td>Debriefing sessions between researcher and superiors</td>
</tr>
<tr>
<td></td>
<td>Peer scrutiny of project</td>
</tr>
<tr>
<td></td>
<td>Use of “reflective commentary”</td>
</tr>
<tr>
<td></td>
<td>Description of background, qualifications and experience of the researcher</td>
</tr>
<tr>
<td></td>
<td>Member checks of data collected and interpretations/theories formed</td>
</tr>
<tr>
<td></td>
<td>Thick description of phenomenon under scrutiny</td>
</tr>
<tr>
<td></td>
<td>Examination of previous research to frame findings</td>
</tr>
<tr>
<td>Transferability</td>
<td>Provision of background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made</td>
</tr>
<tr>
<td>Dependability</td>
<td>Employment of “overlapping methods”</td>
</tr>
<tr>
<td>Confirmability</td>
<td>Triangulation to reduce effect of investigator bias</td>
</tr>
<tr>
<td></td>
<td>Admission of researcher’s beliefs and assumptions</td>
</tr>
<tr>
<td></td>
<td>Recognition of shortcomings in study’s methods and their potential effects</td>
</tr>
<tr>
<td></td>
<td>In-depth methodological description to allow integrity of research results to be scrutinised</td>
</tr>
<tr>
<td></td>
<td>Use of diagrams to demonstrate “audit trail”</td>
</tr>
</tbody>
</table>

Source: Guba (1981)

3.1.11. Ethical considerations

According to Kimmel (2007), to take ethical decisions are frequently complicated by researchers, due to there are different kind of interest around an investigation such as members of the community, students, consumers and more people who may be affected by the findings of the investigation, that is why researches are bound to attend them. Taking into account the previous information we determined two key concepts that help us to work in a respectful way our research:
Responsibility: we as researchers make evident in this study our dedication or engagement to develop it, acquiring real information from the target population.

Honesty: in terms of the data collected veracity.
In the first stage in the process of data collecting, our objective was to observe students' behavior in order to find specific patterns related with bullying conducts. For this reason, we used a direct observation through field notes that were analyzed according to Bernard (2013), who pointed out that in a direct observation, the researchers should code and engage the target population behaviors into some areas in order to report them. In table 2, is exposed the categories for direct observation proposed by Bernard.

Table 2.

*Categories for direct observation.*

<table>
<thead>
<tr>
<th>Problem Areas</th>
<th>Observation Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Reactions A</td>
<td>1. Shows solidarity, raises other's status, gives help, rewards</td>
</tr>
<tr>
<td></td>
<td>2. Shows tension release, jokes, laughs, shows satisfaction</td>
</tr>
<tr>
<td></td>
<td>3. Agrees, shows passive acceptance, understands, concurs, complies</td>
</tr>
<tr>
<td>Attempted Answers B</td>
<td>4. Gives suggestions, direction, implying autonomy for other</td>
</tr>
<tr>
<td></td>
<td>5. Gives opinion, evaluation, analysis, expresses feelings, wishes</td>
</tr>
<tr>
<td></td>
<td>6. Gives orientation, information, repeats, clarifies, confirms</td>
</tr>
<tr>
<td></td>
<td>7. Asks for orientation, information, repetition, confirmation</td>
</tr>
<tr>
<td>Questions C</td>
<td>8. Asks for opinion, evaluation, analysis, expression of feeling</td>
</tr>
<tr>
<td></td>
<td>9. Asks for suggestions, direction, possible ways of action</td>
</tr>
<tr>
<td></td>
<td>10. Disagrees, shows passive rejection, formality, withholds help</td>
</tr>
<tr>
<td></td>
<td>11. Shows tension, asks for help, withdraws out of field</td>
</tr>
<tr>
<td></td>
<td>12. Shows antagonism, depletes other's status, defends or asserts self</td>
</tr>
</tbody>
</table>

*Source:* Bernard (2013)

In our direct observations we developed the categories proposed by Bernard (2013), in our field notes. Firstly, we classified the situations described in each field note taking into
account the positive reactions. Secondly, with attempted answer area we discovered how students interact at school using remarkable feelings and expressions. Thirdly, it analyzed the observer assumptions or beliefs, described in each field note. Finally, it was recollected students behaviors patterns as negative reactions evidenced in a specific school places, context and several school time.

Taking into account that every one of us taught in a different grade, it could obtain several and different point of view in the field notes collected. For instance, as positive reactions found in the sixth, seventh and eighth graders. (See appendices 1, 2 and 3). Sixth graders were perceived as active students who enjoy being in a comfortable environment with more students. Also, they demonstrated positive conducts in terms of respect and tolerance in reference to their classmates’ opinions, cultural expressions and his socio economic strata differences. Likewise, seventh and eighth graders were distinguished for their diligent attitude for helping others in terms of class activities, collaborative participation in scholar practices where they interacted between classmates from their same grade and others. (See appendices 1, 2 and 3).

By contrast ninth and tenth graders presented different conducts in comparison with sixth, seventh and eighth graders because of they did not noticed positive reactions. For example, (See appendices 4 and 5) specifically, in ninth grade it was evidence the repetitive mocking conduct against to Felipe. As Bernard (2013), delimited in his chart about positive and negative reactions, some ninth graders showed as antagonist because they seem aggressive, compulsive and intolerant in front of Felipe academic abilities. In addition, in tenth grade the Ana Maria case (See appendix 4), it was explicit the discrimination against to her by her classmates due to
her repetitive and malicious rumors or gossips. It was analyzed since the attempted answers shown on categories of direct observation chart.

4.1. Analysis from the survey (quantitative)

Through this instrument the students from sixth to eleventh grade revealed if they had been hit, kicked, pushed or shoved around by one or more in a specific period of time; if they has been called by nicknames because of their skin color, religion; if they had been bothered through the networks and if they had been object of fake rumors by their classmates. (See appendix 7).

According to the question number one in the first survey applied to students from sixth to eleventh grade, seventy-seven percent of students surveyed admitted had been kicked, hit, pushed and shoved around by one or more times in the month and week (figure 3 – Physical aggression). It was astonishing found that students from Herbert Spencer School were victims of aggression or violent conducts by their classmates at school.
Figure 3. (Physical aggression): I have been hit, kicked, pushed or shoved around by one or more.

Source: Authors

The outcomes graphed (see figure 3 – Physical aggression) from the question number one in the survey, validated the facts described in observations through field notes and showed the veracity about repetitive behaviors patterns of students.

In the same way, in question number seven in the survey students indicated that networks are a safe point to afflict them, due to nowadays networks had become in a way to socialize with people from different places. Conforming to (see figure 2-virtual aggression), eighty-one percent of students registered that around one per week there were perturbed through networks. For us as researchers it revealed that not only at school students showed atypical behaviors against their classmates but it also was present in virtual environment.
Figure 3. (Virtual aggression): I have been bothered through the networks.

Source: Authors

4.2. Analysis from anonymous questionnaire (quantitative)

In the second data collected stage, we used an anonymous questionnaire based on closed-ended questions which the levels of frequency were: SI si NO no, in order to get information about how students felt affected with specific circumstances at school by their classmates.

Taking into account that ninety-two students stated that they did not like the school Questionnaire – question 3 (See appendix 8) it demonstrated the students’ low interest to belong at Herbert Spencer School. Those results showed us that should have been some social or academic factors, which contributed to apathetic students’ attitude against to school. Analyzing
in a general tendency of the answers, we pointed out that there were some key questions that helped us to understand, students’ negative behaviors that generated in others students displease, physical and psychological discomfort.

4.3. Analysis from survey (Qualitative)

Considering that teachers and directive workers at school are relevant parts in the school community, second survey was applied to them with the goal of obtain more detailed data from people who share time with students at school. The survey applied was based on open-ended questions (see appendix 9 ) in which each teacher or directive worker were to answer with their own words, questions related to bullying aspects among students, scholar environment and interpersonal relationships between students into all school places. On the table 3 we showed a brief analysis obtained from teachers' answers in the survey.

Table 3.

*Teachers answers on survey*

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Que considera usted que es la violencia escolar y el acoso escolar? ( What do you consider that is scholar violence and bullying?)</td>
<td>Most of the teachers have coinciding perceptions in terms of violence, but not in bullying, since there is not an unified point or any training to support it. The majority of teachers have a vague notion about Bullying.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>¿Cómo describiría el clima de relaciones interpersonales entre los estudiantes de la Institución educativa Herbert Spencer? (How do you describe interpersonal relationships among students from Herbert Spencer School?)</td>
<td>Most of the teachers claim there is verbal aggression in a higher level than the physical one between students, especially in the break or in the end of the school day, where teacher cannot watch them out of the school.</td>
</tr>
<tr>
<td>¿Cuál cree usted que son las principales causas que provocan el acoso escolar? (Which ones do you believe that are the main causes which enable bullying?)</td>
<td>Playground use to be a space where students express their feelings and recreate them through games or attitudes with their classmates. Thus, as playground is an authentic space, students show genuine attitudes too. Teachers agree that a distinction among rude game and aggression between students, it is the use of force and offensive and shocking vocabulary against classmates.</td>
</tr>
<tr>
<td>Si está en el patio de recreo, ¿qué aspectos tendría en cuenta para diferenciar lo que es un juego rudo y una autentica agresión? (If you are in the playground, what aspects will you take into account to differentiate between a rude game and an authentic aggression?)</td>
<td>Teachers argue that the verbal and physical behavior can help them to recognize the aggression. The use of rude words and Participants are factors.</td>
</tr>
</tbody>
</table>
Si usted ha presenciado algún tipo de agresión escolar. ¿De qué tipo ha sido?
(If you have seen some type of scholar aggression, which type of aggression has been?)

Some teacher experienced physical aggression between students such, hitting and pushing, besides verbal aggression calling each other with nicknames or using bad words for referring to one specific student.

Usualmente, ¿Cuáles son los lugares mas comunes donde ocurre la agresión? (Interna – Externa)
(Usually, Which ones are the common places where aggression happen?)

It is evident that in Herbert Spencer school the most common places for bullying within the institution are the classrooms, playgrounds and bathrooms. On the other hand, there is also evidence that students have meetings in the parks near the school for aggression acts.

Source: Authors

4.4. Analysis from the structured interview

The last data collection instrument applied was the structured interview, throughout it and taking into account the teachers’ answers, we obtained three useful aspects, that help us to find some of the social background factors of students that affect the interaction dynamics among them at Herbert Spencer School.

The first aspect was evident in questions one, four and seven which demonstrated us that aggressions among students are generated due to the influence of mass media (see appendix 11), because according to teachers, the students used to copy some bad behaviors from characters on
internet or television programs which make them look strongest in order to mock their classmates as it happens in mass media shows.

Secondly, according to questions two, three and seven there were some students with wrong behaviors that are generated by their family. In consequence it affected their social interaction since students did not feel confident with their teachers in order to inform or make them aware when they were attacked and also for preventing future taunts by reporting these kinds of situations.

Finally, in question number nine was evidenced that there was a relation with the gender (male and female) and the way that aggressions were manifested by the students. Hence, most of the teachers stated that boys used to perform physical aggressions more frequently than the girls, which in contrast, presented verbal aggressions in a higher level for bullying others.
Chapter Four: Findings

This part of our study will address the analysis of the gathered data by applying triangulation method which in words of (Flick, 1999) is how a researcher deals with different perspectives on an issue under study in order to answer a research question. Taking into account the qualitative nature of our study, triangulation becomes into the ideal method for our research since (Okuda Benavides & Gómez-Restrepo, 2005) state that triangulation has been used for providing qualitative studies with strong reliability as well as validity. According to the previous information, our research will use three different types of triangulation: Data, spatial and methodological triangulation. All of them seeking to reach a better understanding of the problem from different points of view. The figure 1 described how these triangulation methods were applied as well as the way every single instrument was elated with others. (see figure 1)

5.1. Data Comparision

Taking into account the different views obtained from the instruments applied, one of our instrument first outcome deals with the influence mass media had on the students, in terms of bullying. There was an specific correlation among four of our instruments, as: fieldnotes,
FACTORS WHICH TRIGGER BULLYING AMONG STUDENTS IN HERBERT SPENCER SCHOOL

questionnaires, surveys and interview; all of them mentioned specifically how students adopt behavioral trends in which they can mock or being mocked through mass media. For instance, on question number fourteen from the second survey applied (see appendix 8) 77 of the students admitted to be mocked and insulted by others with phrases or words taken from internet or television. on the first survey applied to the question number 7 (see appendix 7) 92 percent of the students pointed out that they have being bothered through networks at list once a week. Then, on the fieldnotes some students seem to adopt social networks behaviors make it evident with phrases, such as: "I am the classroom facebook" (see appendix 5). Finally, on the interviews applied to teachers they assured that the students used to copy behavior and models from television in order to look stronger, also seven of the interviewed teachers mentioned that the students imitate mass media trends so as to intimidate others. According to Potter (2012) it is clear that mass media plays a relevant role on students social background, since he said: “The media – especially film, television and computers- offer so many images that are interpreted as real-world stimuli by the basic hard wiring of our brains that was designed for an existence well before any of the media and well before even the advent of civilization.” That is why, the bullies at Herbert Spencer School assumed attitudes and behaviors as something that is okey since they established a relation between what they watch on mass media and what they experienced on their real life.

Another relevant factor which influenced the bullies behavior had to do with family, since it is easily observable that some students answer with aggressive attitudes learnt on their families when they are involve in troubles or problematic situations, for example, on fieldnotes we noticed that when the teacher called attention to a student, student answered in an unkind way, as: "Ni en mi casa me regañan, ¿usted porque?" tr: [either at home someone scolds me,
why you?] (See appendix 4). In addition, teachers on the interview assured that the students have dissimilar identities at home and school (see appendix 11). Thus, this just showed us that there are many family aspects which surround students manners, attitude to face something and inappropriate answer with their hierarchical authorities, affecting the way in which they interact with others. Therefore, Horne, Bartolomucci & Newman (2003) stated that if family of student does not show to individual how to be emphatic and how to take others’ perspectives, probably student will be unable to care about others if they are hurt or offended.

Findings in terms of mocking through nicknames related to social condition or religion were also found. The first instrument in which we noticed this phenomenon was the fieldnote in which a student was called “pastorcito” tr: [little shepherd] (see appendix 6). This kind of events are highly linked to the most common way of bullying in the school in which verbal aggression played the most important role as it was evidenced on surveys and interviews, for example: to the question “si usted ha presenciado algun tipo de violencia escolar, de que tipo ha sido?” tr: [If you have been present during violent episodes, what kind of has been this one?] (see appendixes 9) from survey applied to teachers, it seemed to be repetitive verbal aggression and making through nicknames establishing a relation with what was experienced during the field notes application as mentioned above. This phenomenon was also approached on interviews to teachers in which they stated the intention of students when performing verbal aggression was to ridicule and minimize the others (see appendix 11), just as Dennis (2008) stated about the kind of verbal aggression on bullying.
Chapter five: conclusions and implications

6.1. Conclusion

Once completed the process to identify the problematic, to gather data from instruments in order to analize and finally triangulate them for stablishing research findings, we proceed to give answer to our main questions in terms of what are the factors which trigger bullying at Herbert Spencer School. For reaching the answer to this question we stated which were the social background factors that determine the bullies’ behaviors at Herbert Spencer School, being those ones: mass media behavioral model influence, behavioral patterns taken from family modeling and the social context condition of the students taking into account their surrounding environment.

In terms of mass media behavioral model influence, we found that several aspects from television and internet are acquired by students of Herbert Spencer School due to the proximity and exposure they have with those kind of model sources. The acquisition of the provided behavioral patterns from mass media is used by the students to strengthen their image and how other perceive them.
In addition, as Acevedo (2005) pointed out, the family become a really important source of models for students in terms of the lack of guidance and the correct advice for solving problems, these kind of families used to perform aggressive and violent conducts in front of the kids. Taking into account the information analized about family on the instruments, we discovered some signs from the phenomenon previous mentioned on students who seemed to belong to aggressive families according to the way how they interact with others. To sum up, these are the social background factors of students which affect the students bullying behavior in a higher rate at Herbert Spencer School.

6.2. Pedagogical Implications.

Considering to the results in this study, we could identify that at Herbert Spencer School bullying phenomenon is presented by students who have been exposed to specific social conditions from which they acquired their behaviors, being those ones: the family and the mass media modeling. That is why, for future researchs it is convenient to make emphasis on issues related to these two aspects and the way it could be prevented the negative students conducts from perspectives which directly take care of students social background in terms of family and mass media.
7. References


FACTORS WHICH TRIGGER BULLYING AMONG STUDENTS IN HERBERT SPENCER SCHOOL


8. Appendices

Appendix 1: Six grade fieldnote August the 18th, 2012

<table>
<thead>
<tr>
<th>Subject:</th>
<th>English Level A1</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observator:</td>
<td>Marcela Brieba Cristancho</td>
<td></td>
</tr>
<tr>
<td>Reference:</td>
<td>Adjectives class</td>
<td></td>
</tr>
<tr>
<td>Date / Time</td>
<td>August 18th 2012</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td>6TH</td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td>Sixth graders</td>
<td></td>
</tr>
<tr>
<td>Observation:</td>
<td>On that day, I made an activity by groups in order to practice the adjectives. Students should to describe physically one member of the group and at the end of their presentation, they should made an activity in order to evaluate their classmates. When I started the activity I noticed motivation in students who sought be organized quickly in some groups. There were five working groups in the classroom, all students worked respectfully when they were referring to the physical descriptions of their classmates for example in group three was described David a short and fat child with difficulty to pronounce some words, but in his description there was not mockery or bad intentioned comments. Also, students did the activities working together in order to help those previous class did not understood the topic.</td>
<td>2</td>
</tr>
</tbody>
</table>
Finally, at the end of the class each group shared some candies and chips with their classmates and to close the class they described the food that they were sharing with each other.

Appendix 2: Seventh grade fieldnote August the 25th, 2012

<table>
<thead>
<tr>
<th>Subject</th>
<th>English Level A1</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observator:</td>
<td>Daniel Suarez</td>
<td></td>
</tr>
<tr>
<td>Reference:</td>
<td>Review to be verb</td>
<td></td>
</tr>
<tr>
<td>Date / Time</td>
<td>August 25th 2012</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td>7TH</td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td>Seventh graders</td>
<td></td>
</tr>
<tr>
<td>Observation:</td>
<td>We were in celebration of Children's Day, the seventh graders did a role play where they represented the Disney characters movies, using costumes and vocabulary of each character. Taking into account, that there were characters that demanded great physical changes, students who were disguised, showed tolerance to offensive comments made by students from other courses, who said that seemed silly and they looked so ridiculous. Moreover, while they developed the activities all students were very helpful between them in order to all their activities are fully developed. I observed diligently in those children who although were small but they were identified as responsible representatives of their course. Their effort was reflected in the award that they received by the school as one of the best activities in this celebration.</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 3: Eight grade fieldnote August 18th, 2012

<table>
<thead>
<tr>
<th>Subject:</th>
<th>English Level A1</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observator:</td>
<td>Yurani Rey</td>
<td></td>
</tr>
<tr>
<td>Reference:</td>
<td>Daily routine</td>
<td></td>
</tr>
<tr>
<td>Date / Time</td>
<td>August 18th 2012</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td>8th</td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td>Eight graders</td>
<td></td>
</tr>
<tr>
<td>Observation:</td>
<td>In that day, I practiced the daily routine using present simple tense with the eighth grade students. In the activity each student made a poster with draws in which they represented the activities of their daily routine and exposed in front of their classmates. The previous class I requested the materials needed to make their posters, most students brought these materials and shared it with those who had forgotten to bring it. When they presented the posters, all students presented their work and they wanted to tell more about their life after school.</td>
<td></td>
</tr>
</tbody>
</table>
The group participation in that activity was evident, students enjoyed to do something different from what they did during the week. I saw the students relaxed and took advantage to the opportunity to share personal issues with their classmates.

Appendix 4: Ninth grade fieldnote August 18\textsuperscript{th}, 2012

<table>
<thead>
<tr>
<th>Subject:</th>
<th>English Level A2</th>
<th>No.</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observator:</td>
<td>Claudia Pulido</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference:</td>
<td>Children’s day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date / Time</td>
<td>August 25\textsuperscript{th} 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td>9\textsuperscript{TH}</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td>Ninth graders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation:</td>
<td>In ninth grade there was a boy called Felipe, he was an intelligent student, through a previous classes, I noticed that his classmates took advantage of his abilities in order to obtain benefits in their tasks and get good notes in class activities. This morning, was celebrated the children’s day at Herbert spencer school. For that reason, were developed different integration activities between each course. Ninth grade students decided bring tools for organizing an obstacle race. All students participated less Felipe, who in previous classes had been rejected and mocked by their classmates. I came over and asked him why he did not want to participate; the student said me that he did not feel pleasure at sharing with those who teased and made fun of him. During the break time, the institution offered a snack to children in the courtyard, when everyone was leaving to there, I heard shouts in the ninth grade classroom, I and some students returned and found a not pleasant scene. Felipe was tied to hands and feet, hanging from the rafters. When the aggressive students saw me, Felipe was released and they said that they were playing but very</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
sad Felipe left the classroom saying that he had been ridiculed in front of their classmates from other courses. In that moment I scolded them for their bad behavior but they said me in a sarcastic tone that "either at home someone scolds, why you?" It was a rude answer for me, so as a solution to this distasteful situation, I reported that situation to the disciplinary in accordance with the rules of the institution.

Appendix 5: Tenth grade fieldnote August 25th, 2012

<table>
<thead>
<tr>
<th>Subject:</th>
<th>English Level A2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observator:</td>
<td>Claudia Pulido</td>
</tr>
<tr>
<td>Reference:</td>
<td>Speaking activity – places of the city.</td>
</tr>
<tr>
<td>Date / Time</td>
<td>August 18th 2012</td>
</tr>
<tr>
<td>Grade:</td>
<td>10TH</td>
</tr>
<tr>
<td>Population:</td>
<td>Tenth graders</td>
</tr>
<tr>
<td>Observation:</td>
<td>That day, students in tenth grade were in a group activity, preparing dialogues with 3-4 people per group. For me was evident that no one in the groups wanted to participate with Ana Maria, a girl of 15 with a mental retardation, who did not seem to be surprised by not being part of any group, I noted her resignation, for that reason I felt intrigue in this case. I spoke to several groups and asked the reason why they do not include the girl and they said me that they preferred to avoid problems with the student.</td>
</tr>
</tbody>
</table>
I made a question about Carolina and Jose, two students that apparently was discussing and were near to the door, in that moment Ana Maria told me that they were a couple and they were in troubles in their houses, then, most of the students in the classroom started arguing her and she said “I am the classroom facebook.”, they continued claiming and Ana Maria asked me if she could submit their individual work to justify her note, I allowed her individual work but at the end of the class I spoke with her about that situation and I suggest her to avoid this kind of attitudes.

Appendix 6: Eleventh grade fieldnote August 25th, 2012

Subject: English Level B1

Observer: Pablo Rojas Hernández

Reference: Children day

Date / Time: August 25th 2012

Grade: 11th

Population: Eleventh graders

Appendix 7: First survey (form)

Nombre__________________________ fecha de nacimiento__________________________

Lugar de nacimiento__________________________ Sexo______ Estrato______ Jornada______

Barrio de residencia__________________________ Estado civil padres________________

1- Encierre en un circulo la opción que mejor describa su respuesta

- Alguna vez he sido golpeado, pateado, empujado por una persona o varias

• En los últimos 2 meses 1 o 2 veces
### Observation:

That Saturday morning, at the school door when Andrew a eleventh grade student, arrived there, his classmates called him "Pastorcito"

I noted in his face displeasure to hear this, but equally he said good morning and addressed the classroom.

Then, when I climbed the stairs to the classroom I asked to Juan another eleventh grader student, why they said "Pastorcito" to Andrew, the student told me because Andrew was a Christian and "lambon" with everyone, waving to the guards and toilet ladies and always he was near to the teachers talking about q.

However, during the activities in the school that day, I perceived that students called Andrew for the nickname in any situation, and even called him "pastorcito" to request favors. This situation continued in next classes repeatedly.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>En el último mes 2 o 3 veces</td>
<td>Me han llamado por sobrenombres o apodos para burlarse de mí</td>
</tr>
<tr>
<td>Alrededor de una vez por semana</td>
<td>En los últimos 2 meses 1 o 2 veces</td>
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<tr>
<td>Muchas veces en la semana</td>
<td>En el último mes 2 o 3 veces</td>
</tr>
<tr>
<td>Me han llamado por sobrenombres o apodos por mi color de piel</td>
<td>Alrededor de una vez por semana</td>
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<tr>
<td>Muchas veces en la semana</td>
<td>En el último mes 2 o 3 veces</td>
</tr>
<tr>
<td>Me han llamado por sobrenombres o apodos por mi credo o religión</td>
<td>En los últimos 2 meses 1 o 2 veces</td>
</tr>
<tr>
<td>En el último mes 2 o 3 veces</td>
<td>En el último mes 2 o 3 veces</td>
</tr>
</tbody>
</table>
FACTORS WHICH TRIGGER BULLYING AMONG STUDENTS IN HERBERT SPENCER SCHOOL

- Alrededor de una vez por semana
- Muchas veces en la semana
- Me han dejado por fuera de grupos de trabajo, actividades o ignorado a propósito
- En los últimos 2 meses 1 o 2 veces
- En el último mes 2 o 3 veces
- Alrededor de una vez por semana
- Muchas veces en la semana
- He sido objeto de mentiras o falsos rumores por parte de otros estudiantes
- En los últimos 2 meses 1 o 2 veces
- En el último mes 2 o 3 veces
- Alrededor de una vez por semana
- Muchas veces en la semana
- He sido víctima de burlas o acoso de otros estudiantes a través del uso de computadores, mensajes de e-mail, fotos o redes sociales
- En los últimos 2 meses 1 o 2 veces
- En el último mes 2 o 3 veces
- Alrededor de una vez por semana
- Muchas veces en la semana
- He sido víctima de burlas o acoso de otros estudiantes a través del uso de celulares
- En los últimos 2 meses 1 o 2 veces
- En el último mes 2 o 3 veces
- Alrededor de una vez por semana

Appendix 8: Second survey results

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<td>3. ¿Me gusta el colegio?</td>
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<td>6. ¿A veces me duele la cabeza en clase?</td>
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<td>15</td>
<td>¿Usualmente me siento superior que mis compañeros de clase?</td>
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<tr>
<td>16</td>
<td>¿Siento que me rechazan porque no me visto como ellos?</td>
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**Appendix 9:** Questionnary applied to teacher number 1
FACTORS WHICH TRIGGER BULLYING AMONG STUDENTS IN HERBERT SPENCER SCHOOL

Appendix 10: Interview form
FACTORS WHICH TRIGGER BULLYING AMONG STUDENTS IN HERBERT SPENCER SCHOOL

LICENCIATURA EN LENGUA CASTELLANA, INGLÉS Y FRANCÉS

ENCUESTA DE AMBIENTE ESCOLAR

Propósito
Esta entrevista tiene como propósito recolectar información significativa sobre las formas en que se da la violencia escolar, percepciones y actuaciones de los docentes y estudiantes con respecto a las distintas problemáticas y situaciones de violencia escolar que se pueden generar en la institución educativa Herbert Spencer.

Preguntas
1. ¿Cuáles son los comportamientos más comunes tomados por los estudiantes de los medios de comunicación?
2. ¿En qué momento de la jornada escolar se dan más comúnmente las peleas entre estudiantes?
3. ¿Considera que el ambiente de clase puede llegar a influir el comportamiento del estudiante?
4. Cuando se presenta la agresión verbal entre estudiantes, ¿cuál es la intención de las malas palabras?
5. ¿De qué forma usted ha obtenido información acerca del bullying?
6. Cuando presencia agresiones verbales, ¿ha tomado algún tipo de acción al respecto? De ser así, ¿qué tipo de acción ha tomado?
7. De acuerdo con lo observado en sus clases, ¿cuál considera usted es el tema más recurrente de las agresiones verbales?
8. Cuando se dan situaciones de acoso escolar en la institución, ¿cómo se da el proceso de comunicación entre estudiantes y docentes?
9. En entre quiénes cree usted que es más común la violencia y el acoso escolar, ¿niños o niñas?

Appendix 11: interview transcription
1. ¿Cuáles son los comportamientos más comunes tomados por los estudiantes de los medios de comunicación?

Teacher 1: Yo considero que el primer modelo que han copiado es de ser el fuerte y de alguna manera también de llamar la atención con su forma de hablar y con su forma de vestir. Entonces creo que ese es como el modelo que han intentado copiar los chicos, ser el fuerte y el que llame la atención.

¿Alguna expresión en particular? ¿De pronto?

Mmm pues yo diría que su forma de hablar de intentar ser el líder pero en grupos negativos y digamos y que su forma de vestir también.

Teacher 2: Bueno yo he visto que algunos estudiantes se basan en personajes de la televisión como para burlarse de los compañeros, comparando compañeros con personajes de la televisión para hacer algún tipo de agresión verbal con ellos, entre ellos mismos. Además, físicamente no he visto que los estudiantes adopten como tal un comportamiento o un patrón comportamental de un personaje de televisión o algún tipo de... pero en el futbol si hay estudiantes que por ejemplo quieren adoptar o quieren seguir ciertos patrones de sus deportistas favoritos, a veces eso lo podemos tomar a favor para decirles a ellos que por favor se comporten de buena manera; pero como tal de la televisión no he visto específicamente.

Teacher 3: Pues ellos siempre están pendientes es de lo que sale hay y se guían más que todo es para imitar, se ve mucha imitación de lo que sugiere, porque los medios de comunicación son
FACTORS WHICH TRIGGER BULLYING AMONG STUDENTS IN HERBERT SPENCER SCHOOL

sugestivos para ellos, en cuanto a las noticias en cuanto a todo lo que sucede, pues ellos prácticamente son imitadores de lo que está sucediendo.

Pues realmente aquí ellos prácticamente manejan es como ahoritica es como narco-novelas que es lo que están presentando pero para ellos eso es caótico porque ellos entonces a están metidos en ese como en ese rol, entonces ellos quieren como llegar a ser eso.

**Teacher 4:** Pues de pronto uno observa comportamientos en los niños, si como copia de lo que ellos evidencian en la televisión, puede ser. O también, o más que ver en la televisión también pues de pronto como el ambiente familiar en este aspecto pues ellos reflejan mucho más es lo de la casa y si obviamente ven cosas de la televisión o en internet cosas pues como de violencia y pues todo este tipo de cosas pues obviamente ellos o van como retomando.

**Teacher 5:** Ellos traen de los programas de televisión por ejemplo Los Simpsom, peleas y malas palabras. Del programa de Pablo Escobar también y traen cosas que dicen haya, pues yo no lo he visto mucho pero yo sé que suceden cosas que no son como para la edad de ellos, entonces esas cosas si traen palabras y traen acciones de algunos programas de televisión.

¿Alguna vez han utilizado esas palabras para ofender a otro estudiante?

Si en varias ocasiones pero entonces yo les paro hay la indisciplina, la falta de respeto paro eso hay y no continúan.

**Teacher 6:** Efectivamente los medios de comunicación como el internet, face, estos medios de comunicación son importantes solo que los adultos no sabemos orientar y permitimos que los
niños los jóvenes desarrollen estos tipos de actividades en la comunicación e internet hasta altas horas de la noche y esto hace que los chicos lleguen trasnochados a la clase, lleguen un poquito como desubicados y cansados mentalmente; entonces es una lucha entre el docente exigiéndole que por favor guarde el audífono, guarde el celular. Entonces los medios de comunicación en ese sentido muy buenos pero nos falta responsabilidad en adultos para orientar.

¿Y alguna vez ha visto que los estudiantes tomen un comportamiento de esos medios de comunicación para utilizarlo en el aula de clase para ofender a alguien?

Si efectivamente, aquí en este colegio no se evidencia pero en otros podemos decir que entre ellos en la clase pueden estar enviándose mensajes por face de un salón a otro entonces ofendiéndose e inclusive no están concentrados en el desarrollo de la clase.

Teacher 7: Yo empiezo por contarte que trabajo con los niños pequeñitos de grado tercero entonces ellos conocen concepto pero no practican concepto. De pronto los medios de comunicación les han colaborado porque ellos conozcan los conceptos y yo aquí se los he reafirmado, pero no lo practican porque son pequeñitos.

Teacher 8: Mi nombre es Diana peralta soy licenciada en Lengua castellana y dicto los cursos de 4 a 7. Pues la verdad los niños de la institución ellos de cuarto a séptimo de esta etapa ellos ven programas y quieren imitar a los personajes de este programa por ejemplo de dragón ball Z entonces lo vemos en los grado 4 que los niños quieren como estar transmitiendo esto la agresividad de las peleas entonces los programas si afectan muchísimo.

¿En qué momento de la jornada escolar se dan más común mente las peleas entre estudiantes?
Teacher 1: Yo diría que al finalizar el día que es como el momento en que ya todos están como eh un poco cansados por decirlo de alguna manera, o digamos en actividades donde eh el líder positivo también llega a explotar porque le toca hacer digamos que todo, entonces le da mal genio que otros no hagan nada.

Teacher 2: En el descanso y a la salida, normalmente cuando ellos están solos que no hay como una organización específica como si la hay en el salón, entonces los estudiantes tienen relaciones más cercanas puede ser entre ellos mismos o con otros cursos, entonces hay rivalidades entre ellos y en el descanso se presentan más comúnmente las agresiones o también durante algunas clases los estudiantes pueden llegar a decir palabras que ofendan a otros estudiantes.

Teacher 3: Al finalizar la jornada ya finalizando pues porque los niños ya están muy como estresados y ya comienzan a ser muy susceptibles a cualquier situación. Ellos por cualquier situación, por cualquier palabra de una vez empiezan a tener un mal comportamiento.

Teacher 4: Pues por lo general digamos iniciamos la jornada escolar y los niños están muy tranquilos pero a medida que va avanzando como el tiempo como que ya se está llegando la hora de descanso o ya digamos a la hora de finalizando la jornada ellos ya como que incrementan, ya como que no aguantan de pronto es el calor o el cansancio del mismo día y por es pues de pronto ellos incrementan más su agresividad, pelean más menos tolerancia a cualquier cosa que los compañeros les hagan.

Teacher 5: De pronto muy pocas veces, hubo alguna pelea en el salón de clase mientras hubo un cambio pero yo ya le llame la atención hable con los papás y ya paro eso hay.
Teacher 6: Quizás, obviamente en las horas de descanso y a la salida de la institución se puede presentar. Pero gracias a Dios aquí el departamento de psicología y los directivos están pendientes de eso.

Teacher 7: Pues yo creo que como a la hora de descanso de pronto alguna discusión por algún balón lo que llamamos peleas entre comillas por el juego que están desarrollando pero sabes que poco se ve acá. Acá tenemos los descansos diferentes, ciclo uno osea los pequeños salen a otro descanso entonces como todos son pequeños pues no tienen así muchos roses las quejas más bien para uno pero así entre ellos no tiene tanta pelea.

Teacher 8: Bueno yo creo que en algunos temas cuando los niños quieren participar osea los que no participan casi pero les llama un tema la atención entonces los niños que se creen como los más chachos los quieren opacar haciéndolos sentir mal. Un niño que casi no participa en clase siempre esta callado pero el día que lo hace pues para los demás es como raro como que lo están hay asustando porque hacen como… como te explicara… osea lo tratan de asustar como opacar para que no siga contestando.

¿En que momento es como más común ese tipo de comportamiento? ¿Cómo al principio de la jornada, al final de la jornada, al descanso?

Al final de la jornada, las últimas horas de clase ya que pues están cansados sabemos de que pues son ocho horas que están acá desde las seis de la mañana entonces creemos de que ellos ya quieren no hacer nada.
2. ¿Considera que el ambiente de clase puede llegar a influir en el comportamiento de los estudiantes?

**Teacher 1:** Si demasiado porque si hay uno que digamos que altere eso los otros lo siguen así sea el bueno, osea. Si hay un grupito que altere el ambiente los otros se pegan de ahí. Entonces a mí me parece que si total.

**Teacher 2:** si puede influenciar de manera positiva el comportamiento en el aula, los profesores van a estar hay regulando esos comportamientos de los estudiantes, la idea es que el docente este controlando sus malos comportamientos o sus malas palabras hacia los otros estudiantes entre ellos mismos y algunos estudiantes si se comportan de una manera dentro del aula y afuera de otra manera totalmente diferente, incluso ya llegando al colegio; hay uno estudiantes que frente a sus padres son muy decentes y llegan acá al colegio y se comportan de una manera grosera o altanera son totalmente distintos, entonces yo si pienso que más que influir el aula influyen son las personas con las cuales se relacionan.

**Teacher 3:** si, hay ciertos estudiantes que no tienen una buena adaptación al aula y están siempre tratando de indisponer a los demás, indisponiendo las clases entonces eso afecta en general a todo el curso.

**Teacher 4:** En el aula si están ellos mucho tiempo encerrados, mucho tiempo en una monotonía ellos obviamente lo van a manifestar en sus peleas con los compañeros, el ambiente uno como docente lo tiene que saber manejar, si de pronto hay dificultades entre ellos, hacer que ellos
dialoguen que hagan de pronto conciencia de lo que se está haciendo. Peor sí el aula también implica que hallan dificultades a nivel convivencial.

**Teacher 5**: Si porque definitivamente los niños son el reflejo de todo lo que ven. Si hay niños que traen muchos modelos de la casa entonces uno ve que tienen un comportamiento en el salón de clase y otro afuera entonces si influencia mucho eso.

**Teacher 6**: Claro que sí, en la parte del matoneo si no se hacen respetar los principios y valores de un estudiante esto le afecta en su ambiente, la convivencia en el desarrollo en su personalidad; un chic puede estar desmotivado no puede rendir igual porque hay presión, puede ser por el docente o por algún chico que lo agrede.

**Teacher 8**: Pues para mí no ya que nosotros los docentes tenemos planeación estrategias como decir una motivación entonces, de pronto que un niño salga con una cosa que no es de el y nosotros debemos estar preparados pues para dejarlo aparte.

3. **Cuando se presenta algún tipo de agresión verbal entre estudiantes ¿Cuál es la intención más común en ese tipo de agresiones o en sus palabras?**

**Teacher 1**: Pues la intención para mí, es humillar al otro minimizarlo, ridiculizarlo en frente de todos, que se rían los demás o de pronto colocarle un apodo, eso se ve demasiado lo del apodo ridiculizar ante el grupo. ¿Algún apodo que hayas escuchado en particular? Pues siempre es como por su aspecto físico. Entonces, el gordo, el flaco, los ojos si es bajito, todas esas cosas del aspecto físico.
Teacher 2: Afectar la autoestima del otro estudiante, específicamente decirles palabras groseras que atenten contra su integridad, entonces es como sentirse superior a esa otra persona y hacer sentir a esa persona que no tiene un mecanismo de defensa frente a esas palabras o a esos actos que le están cometiendo, la idea es hacerle sentir a esa persona que está mal, que tiene errores que tiene defectos y potenciarle esos defectos esa persona con tal de sentirse superiores.

Teacher 3: Pues siempre son con sus vulgaridades utilizan las palabras soeces y a tratar de ofender al otro por cualquier bobada

Teacher 4: Cuando ellos insultan a sus compañeros la intención es herirlo para que esa persona obviamente se sienta mal y como que se vuelva sumisa a lo que el en ese momento está queriendo pero obviamente hay niños que tienen un comportamiento, que tiene una personalidad mucho más fuerte entonces tratan como en salirles delante de la agresión.

Teacher 5: la intención de ellos es hacer sentir mal al otro, molestarlo por cosas por ejemplo que porque llega tarde, porque no trajo el uniforme, la tarea, entonces definitivamente es hacerlo sentir mal.

Teacher 6: A ver en ese caso el docente tiene que suspender la clase inmediatamente entrar a hablar sobre el respeto y la tolerancia, que haya respeto entre ellos para poder continuar con la actividad y no permitir que se presenten estos casitos de maltrato entre ellos e irrespeto entre ellos.
Teacher 7: Pues ofender al otro.

Teacher 8: Entre ellos, bueno sabemos que nuestra población es muy vulnerable entonces siempre van como a ofender a la familia al papá a la mamá o irse pro algún defecto del niño si es gordito entonces llamarlo por un apodo o algo así.

4. ¿De qué forma usted ha llegado a saber sobre el bullying o como ha tenido información sobre el bullying o acoso escolar?

Teacher 1: Pues yo diría que fue como en primera instancia las noticias cuando se empezó a disparar como ese tema, lo otro pues por medio del colegio porque ha sido un fenómeno que de una u otra manera se ha presentado tal vez siempre, pero hasta ahora se ha empezado conocer como con ese nombre.

Teacher 2: En el colegio se trata mucho sobre el tema del bullying, los medio de comunicación también tratan mucho los temas del bullying, noticias, la prensa, páginas de internet, informes, más que todo acá en el colegio es donde se filtra más al información acerca del bullying.

¿Alguna vez de pronto lo ha recibido como de una capacitación, como alguna charla?

Aquí en el colegio si nos han tratado el tema del bullying pero que sea una charla con un profesional acerca del tema o un especialista no.
Teacher 3: Por las investigaciones que he hecho, me gusta leer investigar y programas que he visto.

Teacher 4: Pues en general el bullying lo manejamos aquí en el colegio cuando hablamos de pronto de que un niño se ve sometido a lo que otros le quieran exigir. Nosotros en las jornadas pedagógicas hemos socializado las dificultades tanto como para buscar soluciones y como para mirar nosotros como profesionales a quienes podemos acudir para que nos capaciten frente a estas situaciones.

Teacher 5: Bullying, he leído en internet sobre esa palabra bullying y también hemos leído en el salón algunos artículos sobre bullying.

Teacher 6: Eso definitivamente en las reuniones, capacitaciones que nos da el colegio, el distrito y charlas que tenemos los docentes.

Teacher 7: El año pasado tuvimos acá un taller y por la investigación que uno hace propia de uno para obtener y contar con los compañeros para poder llevar el grupo de uno adelante.

Teacher 8: Creo que ahorita sabemos que en la mayoría de colegios de Bogotá se está presentando entonces nos han dado capacitaciones por internet y programas y lo que hemos oído.
5. Con respecto a la presencia de agresiones verbales o cuando se han presentado en su clase ¿Qué tipo de actividades o correctivos ha hecho al respecto cuando ha habido agresiones verbales?

Teacher 1: Por lo general cuando una situación de esta se presenta, la conciliación entre los afectados osea un momento para que ellos reflexionen y uno le pida disculpas al otro y después si es necesario se lleva a cabo el proceso disciplinario de convivencia.

Teacher 2: Hacer conciliaciones entre los estudiantes, en descanso primero hacer conciliación entre los estudiantes y preguntarle a cada estudiante porque tomo esa reacción, si hay agresiones lo primero es pararlo y luego si conciliar entre los estudiantes para que luego ellos se pidan disculpas, no agredirlos tampoco verbalmente a ellos, esa no es la idea.

Teacher 3: Se llevan a donde la coordinadora de convivencia y se les hace un comparendo para solucionar este inconveniente.

Teacher 4: Cuando los niños se agreden tanto física como verbalmente pues yo siempre opto por parar la situación y siempre hago que los niños confrontar las ideas, entonces el niño hace sus descargos se escucha al otro también ya la idea es que lleguen a un común acuerdo a una solución pacífica y pues como yo tengo niños pequeños ellos siempre tienden a dejarse manejar por el docente, entonces en esa medida yo siempre procuro que cuando haya un problema los niños siempre lo solucionen que no se quede como que quedo ahí y pelearon y ya calmesen no siempre procuro que la situación se solucione en el momento.
Teacher 5: yo le llamo la atención al niño delante del curso en el momento que suceden las cosas cuando yo veo le llamo la atención y ellos inmediatamente se corregen y eso no vuelve a suceder.

Teacher 8: Siempre se le hace el llamado de atención al estudiante y luego se le hace caer en cuenta de acuerdo a la agresión que se está haciendo si es alguna grosería o si le está faltando al respeto a alguien trabajar ese valor.

6. ¿De esas agresiones cuales son los temas más recurrentes?

Teacher 1: Por aspecto físico muchas veces o por querer ser el mejor o porque otro dijo que había tarea por ejemplo el sapo etc. Ese tipo de cosas se presentan demasiado.

Teacher 2: las diferencias entre los estudiantes pero principalmente las diferencias físicas, las diferencias de edad, tamaño por ejemplo de equipos, de gustos también toman ese tema para hacer agresiones verbales. El rendimiento académico es otro tema, entonces los que son de bajo rendimiento académico agreden a los que son de alto rendimiento y principalmente los defectos físicos o diferencias físicas.

Teacher 3: Ellos pelean por bobadas, que si uno lo miro mal, que si le cogió el esfero, que si le hizo que si el otro no le hizo y pues también hacia los niños especiales tienen su discriminación.
Teacher 4: Más que todo por intolerancia, ellos no toleran que los cojan que les quiten su espacio. De tipo racial a veces se da pero no es siempre la mayoría de veces es porque ellos no soportan que algún niño les imponga porque ellos saben que son del mismo nivel pues que venga otro y les imponga algo no les gusta, ese más que todo es el tema de las agresiones.

Teacher 5: Cuando algún niño dice alguna mala palabra entonces los ostros se le van encima y empieza hay la agresión de palabras.

Teacher 6: Si sabemos que por las diferentes culturas en la raza en su dialogo, cada estudiante es un mundo diferente entonces entre ellos sí suelen atacarse, pero ahí es donde tiene que estar el docente como guía para hacerles respetar y valorar sus derechos.

Teacher 7: el gusto que tiene por diferente equipo, cuando el día anterior hay un partido al día siguiente el que gano llega con su ego bien alto a rebajar al otro pero no es más que todo sobre eso.

7. ¿Crees usted que los estudiantes tienen la confianza suficiente con los docentes para contarles cosas cuando ellos ven acoso escolar o cuando están siendo acosados?

Teacher 1: Pues no, por lo general no el chico que es agredido pues no se acerca por lo menos en mi curso los que denuncian ese caso uno que sucedió fueron otras personas del grupo no la persona afectada sino fue una compañera del grupo quien dijo prof le están haciendo bullying a esta chica.
Teacher 2: Hay estudiantes que si directamente me han dicho que les han dicho palabras inadecuadas, que los han atacado verbalmente pero hay otros que nos hemos enterado por terceros, entonces algunos tienen la suficiente confianza pero no son todos, todos son diferentes, entonces hay unos que si lo dicen pero hay otros que necesitan de más personas para que le hagan saber a los profesores que están siendo agredidos verbalmente.

Teacher 3: Puede que exista la confianza, pero siempre van a tener el temor de la amenaza que tienen por el compañero, entonces ellos después dicen profe no te dije antes porque me amenazo y siempre me estaba mirando, entonces puede existir la confianza pero el temor por el agresor es más grande entonces finalmente ya cuando ha pasado a mayores ellos empiezan a contar pero por el temor no cuentan.

Teacher 4: Pues uno no puede decir que tiene todo en las manos porque a veces son cosas que se le salen a uno de las manos, pero en la mayoría de las veces yo procuro que ellos tengan mucha confianza en mí para que de esa misma manera me cuenten las cosas.

Teacher 5: Si ellos siempre me cuentan pues los casos que he sabido es porque ellos me lo han contado, entonces si considero que ellos me dicen a mí y pues me cogen sola no delante del curso sino sola y yo hablo a solas con el otro niño ya si se han solucionado las cosas.

Teacher 6: Yo diría que no porque esto se aprende desde casa y cuando una persona no se le da confianza, cuando no se dialoga, no se dan los parámetros desde un principio entonces ellos no lo cuentan, si pueden llegar a suceder casos donde hay la confianza y el docente da esas basecitas y que bueno para poderlos ayudar y orientar pero pienso que muchos estudiantes guardan esos secretos y cuando salen a flote ya es quizá tarde.
¿De pronto cree usted que esa confianza se va perdiendo con la edad?

Si puede ser pero esa confianza se va perdiendo desde un principio porque el docente o el padre de familia no se prestan para escuchar al estudiante y las poquitas veces que lo escucha le falla o quizá lo publica o no lo sabe orientar digamos que faltaría una orientación profesional en casos extremos.

**Teacher 7:** si los mios sí, porque las profesoras de ciclo uno los tratamos como hijos entonces ellos si me contarían a mí.

**Teacher 8:** Si claro, así como uno les exige les da confianza para que ellos le cuenten pues a la misma profesora o a otra y a la institución.

8. ¿Entre quienes crees que se da más comúnmente el acoso verbal, entre niños, entre niñas o entre niños y niñas y como se da ese tipo de bullying?

**Teacher 1:** pues entre niños la violencia es más física, en las niñas también se ve últimamente pero digamos que de otra manera pues no se digamos por lo virtual también las amenazas por lo virtual, pero no tanto como el golpe o empujón entre niñas, pero si lo hay entre niños con niños y niñas con niñas.

**Teacher 2:** Yo pienso que es uniforme entre niños, la agresión verbal se ve mas entre los niños y las niñas, osea es más como entre género, las niñas con los niños no es muy frecuente uno ver
que normalmente los estudiantes hombres son un poco más groseros que las niñas, entonces ellos tienden a agredir verbalmente más a los compañeros. Agresiones físicas entre niños y niñas no he visto, pero sí he visto agresiones físicas entre niños.

**Teacher 3:** Entre niñas porque ellas son más conflictivas, ellas pelean por todo, se agreden física y verbalmente entonces es más entre niñas, lo he visto más entre niñas.

**Teacher 4:** Bueno realmente las niñas son las más intolerantes, las niñas son las que más pelean, ellas siempre están en una lucha constante con sus pares, también ocurre en los niños pero se evidencia más el problema con las niñas. De igual forma hay niños y niñas que también pues pelean y se presentan dificultades pero las niñas son las más conflictivas.

**Teacher 5:** Entre niños y niñas había un caso que se estaba sembrando un caso siempre era un niño y una niña y la niña quería con uno y con otro y hasta que pararon las cosas porque yo hable con ella porque académicamente es muy buena y la cogí por ese lado y paro ahí fue el único caso de la niña que quería sembrar el bullying en el salón.

**Teacher 6:** Eso es relativo yo diría que en ambos géneros pero sobre todo en la edades ya adolecentes como tal los chicos de séptimo en adelante pero es relativo y salen algunos casos más como en los niños pero también ve en las niñas. En las niñas se ve más de forma verbal con dicen una mirada dicen más que mil palabras es una forma en que ellas se atacan a diferencia de los hombres, que ya pues lo hacen físicamente la mayoría.
Teacher 7: Más entre niños y niños, hombre y hombre de agresión verbal más que todo es como por la afición que tiene por determinado equipo de futbol.

Teacher 8: Entre niños y niñas, yo creo que sobre todo en bachillerato ya cuando los niños quieren creerse más grandes y quieren llamar la atención, entonces el niño que supuestamente se crea más y se la monta al otro entonces va a sobresalir más.