ACOSO MORAL

FACTORES DEL ACOSO ESCOLAR

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Bullying Factors

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In Spanish to the original. Translated by Marina Parés

In western societies, some concern has been raised about the increase in bullying. The paradox is that despite this social concern, the cases of bullying (2) have not been stopped, nor has it served to prevent the emergence of new cases (3). We know what we need to do to cut off bullying, but we don't end it, so I want to stop by pointing out the reasons why our society fails to put in the means necessary to permanently eradicate this serious situation. of child abuse. We know that in the origin and especially of the development of most aggressive bullying, there are also possible individual, group, organizational and social factors. Therefore, in order to understand why bullying could not be stopped, it is essential to consider the context in which bullying and its respective agents occur: peers who are direct witnesses, family, school, community and society, understood as a defender and transmitter of values and culture as a whole.

1. Group factors

The first point we will address is the factors that influence group processes, as we are interested in delving into the group dynamics of both the bullying gang and the group-class observing the harassment. We agreed that groups are systems that, throughout life, influence people's perceptions, judgments, thoughts, emotions, and behaviors. Let's look at the influence of group factors on the bullying instigator, his accomplices, and the witnesses to the violence.

• Chief Harasser: The primary bully is the minor who instigates bullying, the one who surrounds himself with a gang of thugs, and the one who stands up as the leader of the aggressors. In order to understand the reasons why a minor becomes an instigator of harassment of another partner, the importance of the family is crucial and this is because the minor has made his group's judgments, emotions and behaviors his own. familiar. Therefore, the aggressor's parents' relationships and feelings toward their child are momentous, as they shape behaviors that will later be repeated by him. The characteristic shared by the aggressors is the lack of empathy, that is, the inability to put themselves in the other's place. In addition to the family-group, the bullying child is influenced by the peer group, where unpopularity is an important element in

the aggressor. Bullying studies say that the bully is unpopular at the start of its first bullying case, and that the goal of bullying is to become popular in the peer group.

• Clique: The importance of friends, peer groups, for the evolutionary development of children and adolescents is well known. In the case of bullying, there are two elements that affect members of a bullying clique: obedience and deindividualization. This knowledge provides us with the basis for designing strategies to stop the persecution of schoolchildren, so one of the first actions will be to reduce the status of the bully gang leader, and then actions must be taken to increase the critical spirit of witnesses. harassment liabilities and in evidence of the submissive state in which the instigator's collaborators have fallen. To break the group's obedience, sanctions must be instituted for the most aggressive bullies.

• Witnesses: The group of observers has a crucial influence on the course of events, because in the event of opposition to aggression the harassers lose justification and power; and losing them will have only two options or to exert more aggression on more victims or to give up on their stubbornness. It must be started to spread that the union of observers, in determined action against the bullies, can stop bullying.

2. Organizational factors

Bullying begins within an educational institution with the social responsibility of educating, not only instructing, new generations. Bullying triggers are based on individual and group factors, but the resolution or timing of the cases will depend on how the educational community responds. Bullying is essential to understand the culture and organizational climate in order to prevent and stop such behaviors, ignoring them can lead to the failure of an anti-bullying intervention project school that did not have this in their design. We postulate that when bullying cases are not quickly addressed by a school, this indicates a serious distortion in the educational community, perceptions of violence, and is thus an indicator of a consenting subculture of violence that coexists with a dominant social culture that sanctions child abuse; Olweus (1993) (4) already mentioned that there were educational organizations with a positive attitude towards violence. I am of the opinion that when the report of a bullying case does not prosper and the child-victim version does not have the necessary credibility on the part of teachers to protect it, some kind of fraud or corruption must be presupposed in the if from the school institution. It is from my experience of years of research into the phenomenon of moral harassment that I venture to make that statement. In these cases, the organizational culture of the educational institution is not capable of perceiving its responsibility, and I affirm that this is so because it is immersed in some kind of violence, which prevents it from being objective. From all of the above we can say that an organizational culture with values of respect and coexistence will not let bullying flourish in their classrooms.

Organizational Climate is constituted by shared perceptions. Schools that allow and encourage students to report their difficulties and to feel they are being heard will be able to prevent and intervene when bullying begins. Attending to social learning called model observation or vicarious learning, consisting of the acquisition of information, concepts or patterns of behavior through observation of other people's behavior and the consequences of their actions, can be cut off or chronicle a bullying situation. Therefore, the observation of models that obtain as a result of the conduct of harassment or abuse negative reinforcements (punishments, sanctions, rejection, loss of relations or status, etc.), will allow to learn that such behaviors do not allow to obtain no reward. For a school institution to prevent the emergence of peer-to-peer violence, it

will need to implement intervention strategies aimed at affecting both the climate and the culture of the school organization.

Conclusions:

In our western societies, what prevents us from solving the problem of bullying is the refusal to accept the problem, since the analysis of the group and social processes of bullying gives us a knowledge of the elements of the phenomenon, both those that they take part in their development like those that foment the chronification of the same. The refusal to accept the seriousness of the problem occurs in all the involved levels: it starts with the aggressors denying the injustice of the harassment, then it is tolerated by the educational community, minimizing its effects, it is hidden by the public authorities distracting attention on statistical issues and a social neglect of the child protection duty followed. In this process of denial there are no elements of bad faith on the part of the organization or society, which is the existence of resistance mechanisms that make it difficult to recognize them. Everyone who is facing a bullying case may have these kinds of resistance. Research has shown that it is possible to reduce the problems of harassment and harassment in school and the antisocial behaviors associated with it with an appropriate intervention program. This can be crafted by simple and inexpensive means because they are based on changes in school attitudes and routines. It is necessary for everyone to be involved in ending a process of vitalization of children, which in no way should continue. We hope that this paper has contributed.

Footnotes:

(1) Based on the paper "Group and social factors of Bullying through case analysis" by Marina Parés Soliva presented at the 1st International Congress on School Violence in Almeria. November 2007.

(2) Jokin Forum http://miarroba.com/foros/ver.php?foroid=25866&temaid=2707916

(3) Affected Platform Forums by Mobbing-P.A.M http://www.forosdelmobbing.info/

(4) Dan Olweus. http://www.lp.edu.pe/l_trahtemberg/otros/diareg290505.htm

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