

SCHOOL BULLYING AND VICTIMIZATION OF STUDENTS

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The main features of bullying, the connection between bullying and victimization are described. The results of the study of bullying behavior at school are presented.

Students' victimization from bullying behavior is increasing, but it is declining at senior school. Integrated approach must be used to fight against bullying behavior. That would involve students themselves, their parents and teachers.

Keywords: *bullying, victimization, violence, victims, antisocial behavior.*

Introduction. Within the framework of the demographic security program Belarus does a lot of useful things to raise healthy children and protect them from psychological injuries. But some students aren't still safe at school. Bullying can occur randomly or regularly. It can happen daily, weekly, or monthly. In fact, one in 10 bullying victims is bullied daily, while one in five victims is bullied once or twice a month (Mahoney, 2012). Thus the problem of bullying has increasingly begun to attract public attention.

The United Nations World Report on Violence against Children notes that one out of ten students in the world is exposed to violence at school, and this indicator is growing every year. The 2009–2010 study, "Health Behavior of School-aged Children", which is conducted every four years in Europe and North America, showed that on average up to a third of the students aged 11 to 15 experienced school violence – they participated in fights, they were victims or bullied others [2].

Bullying is understood as a form of destructive interpersonal interaction when one person or a group consciously acts as an offender, and the other as a victim, who is weaker physically and psychologically [4].

Bullying is a means of forcing other people to act or agree to a course of action. Bullying frequently includes disparagement, physical aggression, insulting language, and threats or intimidation. It is important to realize that a bully is a person who feels inferior to those around him [1].

Bullying has its own psychological and gender patterns. A bully subjugates a victim for a long time. Acts of aggression that occur on an ongoing basis create stable relationships. This is a form of aggression that manifests itself in middle childhood and early adolescence. When moving from primary to secondary school, bullying weakens or some children change the form of aggression [2].

Among students there are those who always become aggressors due to various reasons. They begin to attack others in order to cause physical or psychological pain [1].

The main reasons for school bullying can be:

1. Accepted aggressive norms of behavior in bullies' families;
2. Low social status of victims' families;
3. Teachers' incompetence [1].

The reasons for bullying are very diverse, but most researchers consider aggression to be the cause of school bullying.

Interesting fact is that bullying is most common in primary and secondary schools. In senior school bullying is gradually disappearing because of brain structures maturation and ability of self-regulation [4].

The study on the frequency of bullying manifestations depending on school age was conducted by Dan Olweus [4].

Victim behavior is characterized by behavioral patterns that make aggressors want to attack, commit violent acts with the intention of causing physical harm or causing psychological pain to another person.

Victim behavior is acquired by a child. A potential "psychological complex of victimization" includes relatively stable personality traits that contribute to becoming an object of school bullying [3].

Victimization and bullying are closely related. An aggressor attacks different people. Some of them fight back. Some people react painfully to attacks. That can provoke the aggressor attack again and again.

Task formulation and methods of research. For many years, the problem of aggression and violence has been investigated. Nevertheless the problem of bullying still exists, and even more, school situations of bullying are aggravating. Statistics of bullying behaviour indicate following facts: physical violence at school manifests itself

in fights that can lead to injuries. This behaviour is common among young and middle-aged teenagers (11–15 years old) [2]. Bullying occurs in different forms, such as threats, teasing, name calling, excluding, preventing others from going where they want to or doing what they want, pushing, hitting, and all forms of physical violence (Mahoney, 2012). The severity of bullying varies from case to case.

The aim of our research is to study the relationship of students' age and victimization from school bullying. We wanted to find out if there is any dynamics of victimization from school bullying.

Results, their discussion and perspectives. Our research on the dynamics of bullying in school environment was conducted among students of Klyastitsky secondary school. 94 students of grades 3-11 took part in the research.

Analyzing the dynamics of school bullying as a social problem, we used our own questionnaire for students of grades 3–6 and grades 7–11. Our questionnaire was based on the questionnaires "Study of the psychological climate", "Justice in the educational process and inclusion", "Questionnaire of dominant behavior" [2].

The questionnaires differ only in some questions for different ages. The questions help to identify the presence of bullying situation in the classroom and trace the dynamics of bullying throughout the school life.

Based on the previous studies, we suggested that the younger the child, the more indicators of bullying behavior are present in relation to him.

Table 1. - Differences in the parameter of violence presence between students of grades 3-6 and 7-11

Scale name	Quantitative value Level		Significance level p
	Grades 3-6	Grades 7-11	
Violence presence	45,16%	58,84%	0,71
No violence	41,27%	58,73%	0,72

Table 1 shows that the significance level is $p > 0.05$, that means that the differences are not significant. Bullying appears regardless of age.

Thus, we can assume that our hypothesis has not been confirmed, the dynamics of bullying at school is not observed, and students of different ages can be subjected to bullying.

Statistical verification of the dynamics of bullying behavior victimization was carried out using the chi-square Pearson criterion. According to the obtained results, the differences are insignificant ($p > 0.05$).

Based on the study, we received the following data: in elementary school, students are equally exposed to direct and hidden bullying. Adolescents and senior students are more likely to be directly bullied.

In the fourth and fifth grades, there is a higher level of direct bullying compared to the third and sixth grades, and in the eighth and tenth grades compared to grades 7-11. Hidden bullying prevails in the fourth and sixth grades, as well as in the ninth and tenth grades.

We interviewed students about ways to prevent and reduce bullying at school.

Young students believe that the most effective ways are to tell parents and teachers about it, try to fight back.

Teenagers believe that the most effective ways are to tell the teacher, classmates or parents about bullying, and to revenge themselves.

Senior students believe that the most effective ways are to call for help and tell their friends about it.

Conclusion. Schools need to find ways to reduce bullying. This includes having all teachers, staff, and parents to prevent bullying from occurring.

It is necessary for teachers to have **a clear definition of bullying, they should be able to distinguish between teasing and bullying**. Teasing is reported more frequently than bullying, but it should be kept in mind that bullying is always an imbalance of power [5].

Extracurricular activities of students are important Because they can reduce the problem **of bullying**. When students are passionate about what they love doing, they can release all the accumulated negativity.

It is necessary for schools to monitor school places where bullying occurs most often. These places tend to be areas where adults are not likely to be present.

Scheuermann and Hall (2008) have a list of suggestions for writing rules within a Positive Behavioural Interventions and Support framework. The rules and the consequences for breaking the rules should be clearly stated. Students need to know what will happen if they engage in a certain behaviour. This provides clear expectations. Rules need to enforce respect, responsibility, and safety (Scheuermann and Hall, 2008).

Schools do not exist in social isolation. Some children may be targets of violence because of characteristics of their families. There is strong evidence that children who are exposed to violence in childhood, both as witnesses or as victims of abuse themselves are more likely to use violence.

Keeping parents informed about their child's grades, friends, behaviour, and even attitudes in school is an important tool when addressing behaviours. Working together, parents and teachers can provide a consistent approach to introduce more productive and appropriate replacement behaviours [5].

Bullying can be reduced, students, teachers and parents should be sure that students thrive in a safe and caring environment in which they are free to learn and grow.

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