

Attitudes toward study and bullying

Actitudes hacia el estudio y acoso escolar

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Abstract

The objective pursued in this research is to identify the relationship between study attitudes and bullying in secondary school students from municipalities in the State of Zacatecas. Instruments and methods. The research is descriptive, non-experimental, prospective, cross-sectional, correlational. The population is secondary school students, whit a sample of 145 participants assigned by the authorities of the participating schools. It was carried out during the semester of January – July 2019. The variables to consider consisted of study attitudes and bullying. Statical processing is through the reliability of instruments such as the study habits questionnaire José Luis Díaz Vega and the Cisneros self-test of bullying for students, using Cronbach’s alpha. Likewise the different areas of the Cisneros self-test were correlated whit the area of attitudes towards the study of the study habits questionnaire by José Luis Díaz Vega. The result obtained in the reliability of the instruments used was of a high reliability greater than .900 and terms of correlation, the results were of a low correlation. instruments such as the study habits questionnaire by José Luis Díaz Vega and the Cisneros self-test of bullying for students, using Cronbach's alpha. Likewise, the different areas of the Cisneros self-test were correlated with the area of attitudes towards the study of the study habits questionnaire by José Luis Díaz Vega. The results obtained in the reliability of the instruments

Actitudes, Estudio, Acoso escolar

Resumen

El objetivo que se persigue en esta investigación es identificar la relación entre las actitudes de estudio y el acoso escolar en estudiantes de secundaria de municipios del Estado de Zacatecas. Instrumentos y métodos. La investigación es de tipo descriptivo, no experimental, prospectivo, transversal, correlacional. La población son los alumnos de secundaria, con una muestra de 145 participantes asignados por las autoridades de los planteles educativos participantes. Se llevó a cabo durante el semestre de enero – julio de 2019. Las variables a considerar consistieron en las actitudes de estudio y el acoso escolar. El procesamiento estadístico es por medio de la confiabilidad de los instrumentos como son el cuestionario de hábitos de estudio de José Luis Díaz Vega y el autotest Cisneros de acoso escolar para alumnos, utilizando alpha de Cronbach. Así mismo se correlacionó las diferentes áreas del autotest Cisneros con el área de actitudes hacia el estudio del cuestionario de hábitos de estudio de José Luis Díaz Vega. Los resultados obtenidos en la confiabilidad de los instrumentos utilizados fue de una confiabilidad alta superior a .900 y en cuanto a la correlación los resultados fueron de una correlación baja.

Actitudes, Estudio, Acoso escolar

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Introduction

This research on attitudes towards the study, since bullying has become a problem that has acquired greater visualization, since its consequences have led its victims towards suicidal behaviors, so detect the attitudes that are presented in school activity and that generate violence among students at school. The benefits of this research is to identify bullying, in addition to raising awareness in students that bullying is not a normal phenomenon.

Instruments such as the Study Habits Questionnaire by José Luis Díaz Vega and the Autotest Cisneros on bullying for students were applied. Therefore, the knowledge and visualization of bullying will allow actions to be taken to eliminate bullying. In addition, the benefits extend to the other members of the school institution such as teachers, directors, administrative staff and parents. Since bullying exists but is normalized in the attitudes of students and in their social groups.

Clearly explain the problem to be solved and the central hypothesis.

Education and socialization

Socialization as fundamental actions for an adequate interaction between the individual and society. Socialization is defined as “The process by which individuals, in their interaction with others, develop the ways of thinking, feeling and acting that are essential for effective participation in society” (Vander Zanden, 1995). Thus, values, norms, traditions are instilled that will allow the subject an adequate adaptation for social interrelation. Education is part of the socialization process Education is a process of great importance, it tends to be carried out through the various institutions that intervene in the formation of subjects. But it is not always conceived in the same way. It should be said that there are various curricular models throughout history.

These models are based on the conception of the human being and her pedagogical learning, which is linked to a psychological conception of that learning, in addition to specific social conditions that guide the innovation and use of specific curricular models since education is not alien to the social changes.

The school's objective is to train individuals who will later be inserted into the world of production and social reproduction. The school as an institution is a continuity of the family, although the family is the first moment of socialization of the members of society, although it is not the only one. It is common for parents to look for the school that is closest to their values and conception of the human being. Although many practices that today are considered obsolete and against human rights have been left behind, there are still paradigms of education that are in conflict, so we have a traditional system, which does not imply being a model that does not have positive aspects but that yes it is criticized, mainly by paradigms coming from the new school.

In many aspects, the traditional school is based on the psychological theory of behaviorism, from which instruction by objectives comes, that today educational institutions have programs based on planning by objectives. While the critical-constructivist models, within cognitiveism mainly the Jean Piaget paradigm, have allowed the current model based on competencies to be reached.

There are very marked differences between the objective model and the competency model. In the first, the subject is seen as a passive being, with basically rote, mechanical learning, dependent on the transmission of verbal knowledge, with a rigid school organization and based on strong discipline, the form of evaluation mainly in the exam, the curriculum is program based and not student based.

The competency approach, the competences according to Bunk, cited in González Araiza (2006) “disposition of knowledge, skills and aptitudes necessary to exercise a profession, can solve professional problems autonomously and flexibly, is able to collaborate in their professional environment and the organization of work”. This approach has the following characteristics, aimed at student learning, is flexible to the interests, forms and learning times of students, develops creativity, stimulates autonomous learning, emphasizes collaborative work. Learning integrates knowledge, skills, attitudes, values, procedures.

Study and attitudes

The study as “a conscious and voluntary activity to analyze, understand and deepen knowledge and experiences, putting into operation all the intellectual capacities of the individual. García-Huidobro, Cecilia, et al. (1999). The study contains a variety of actions that are integrated, perhaps the best known is the acquisition of knowledge, but it also requires aspects based on attitudes, according to Gargano in Gairín (1990) defines attitudes as a “set of perceptions, feelings and behaviors that the subject has of and with himself”. From the conception of Rockeach, Cited in Rodrigues, Aroldo (1976). The attitude. "It is a relatively long-lasting organization of beliefs about an object or a situation that predisposes the person to respond in a certain way."

The fundamentally characteristic aspects of attitudes. As a) the lasting organization of beliefs and cognitions in general; b) the affective burden for or against; c) predisposition to action; d) the direction of a corporate purpose. From the foregoing, it follows that attitude is defined as a lasting organization of beliefs and cognitions in general, endowed with an affective charge for or against a specific social object, which predisposes to a coherent action.

Attitudes have three components:

- A. cognitive component that are the knowledge, beliefs that are held about objects, people and circumstances that are presented to the individual and that will lead him to respond according to those knowledge and beliefs. The more information you have about the attitude object, the better your relationship.
- B. The affective component consists of the liking or disliking of the object, which can lead to rejection or acceptance. It can generate positive and negative feelings.
- C. The behavioral component is presented in the action or omission of the subject before the object, it entails a situation of intentionality although it is difficult to evaluate the same intention. Ultimately what matters may be the actions or omissions carried out.

The students that make up the school institution necessarily have to interrelate, which implies presenting attitudes towards the study, and an important area for the best performance is the coexistence, among the different actors of education, such as fellow students, teachers, directive and administrative staff, and parents. Of this group, the interrelation between the students themselves stands out. On many occasions, school performance is linked to the form of coexistence, since when there are conflictive and violent relationships justified by the fact that the only thing that happens is pure "cheek".

No educational model has been able to eliminate violence in its entirety. At present, the phenomenon has been identified as bullying or bullying. Olweus in Huerta V. (2013) defines bullying as "A person is bullied when he or she is repeatedly exposed over time to negative actions by one or more people, and he or she has difficulty defending himself to itself". It contains essential elements such as intimidation, repeated continuously, and imbalance of force or power. As it is different from school violence, it is defined as “” The intentional use of force or physical power, in fact or as a threat, against oneself, another person or a group or community, that causes or has many likely to cause injury, death, psychological harm, developmental impairment or deprivation. " WHO in Huerta V. (2013). Violence can be between different subjects and bullying between students only.

School bullying is a multicausal phenomenon, education and type of affective bond that can make the subject have a protection factor or a risk factor since in relationships there can be a lot of permissiveness towards violence and takes it out of its familiar surroundings. The use of discipline and the exercise of authority are also important factors.

The attitudes that occur in the school educational environment and that are identified as bullying according to Olweus in Huerta V (2013) harassment, physical, psychological harassment, verbal harassment, material damage, cyberbullying. There are various participants in bullying, such as the perpetrator, the victim, the perpetrators, followers of the harasser who sometimes carry out direct actions under the influence of the perpetrator, passive observers and active observers who may at some point denounce these activities.

Bullying brings negative consequences for the participants, the victim may suffer injuries, anxiety, school failure, aggressiveness towards himself or others. While the aggressor can fall into delinquency, get used to illegitimate conduct to achieve her ends.

It should be noted that bullying is constant but the subjects justify it, even the teachers may be aware of the bullying but they do nothing or incite it, thereby producing school violence.

Some consequences in the face of harassment attitudes can end in suicide or homicide in a situation that the subject perceives danger and seeks to go the wrong way. You have to remember and keep in mind that a suicide is close to being a homicide.

The study seen as a general activity involving actions of bullying, present the characteristics of the attitudes:

- A. in the cognitive aspect, the victimizer has the belief that being stronger can subdue the weaker.
- B. in the emotional aspect they feel superior, that they are flattered, that they take them into account, that they are admired for being aggressive, that they are leaders and their followers admire them. When in reality they are insecure subjects, lacking social skills that allow an interrelational behavior adapted to social coexistence.
- C. Therefore, in the behavioral aspect, it is reflected in violent actions such as calling names, insulting, hitting, materially damaging the properties of the victims, robberies. Thus, the panorama of bullying still presents a great challenge, to eradicate bullying to the minimum of its presence and that schools are a safe place for all its members.

Methodology

The present investigation is classified as quantitative, descriptive, not experimental, the variables are measured only once, so it is cross-sectional, in addition to being correlational. The general objective of this research is to identify the relationship between attitudes towards studying and bullying.

The particular objectives are to identify the attitudes towards the study of secondary students, another particular objective is to identify bullying among secondary students. Where the independent variable is attitudes towards studying and the dependent variable is bullying.

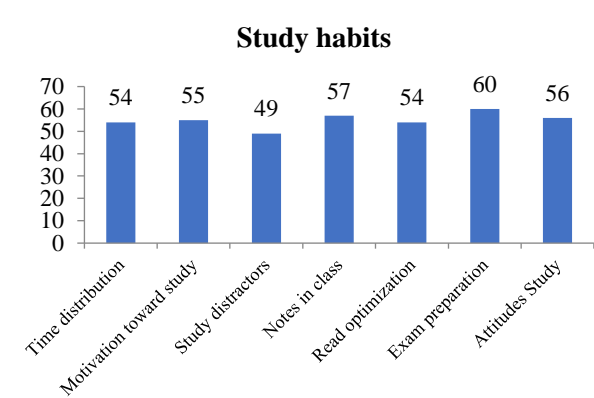
The type of sampling is subject type, since the authorities of the school institutions indicated the participating academic groups according to their characteristics and needs. With the participation of 145 students from different secondary schools, The instruments used are the Study Habits Questionnaire by José Luis Díaz Vega, structured in seven areas: 1) Distribution of time, 2) Motivation towards the study, 3) Distractors in the study, 4) Notes in class, 5) Reading optimization, 6) Exam preparation and 7) Attitudes towards studying. Taking into account only the area seven Attitudes towards the study in this research. It is a Likert scale type questionnaire with 70 questions with four options: Always = 3/0 * Often = 2/1 * Rarely = 1/2 * Never = 0/3 *. Its results are expressed in cantiles.

The other instrument is the Cisneros Autotest for bullying. Structured into ten areas of bullying: 1) Global bullying index, 2) Bullying intensity scale, A) Contempt - ridicule, B) Coercion, C) Restriction of communication, D) Aggression, E) Intimidation - threats, F) Exclusion - social blockade, G) Verbal harassment, H) Theft. It contains a total of 50 questions with a Likert scale answer, to answer it has the following values 1 point if you have selected the answer Never (1 = Never) · 2 points if you have selected the answer Few times (2 = Few times) · 3 if You have selected the answer Many times (3 = Many times).

Reliability will be obtained from both instruments.

Results

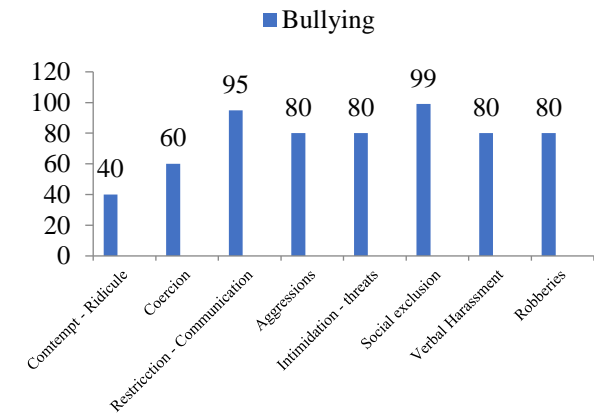
Study habits



Graphic 1 Group distribution of study habits. In this graph we find that attitudes towards the study are presented in a percentile of 56, which indicates that there may be a place for bullying

The reliability of the test in Cronbach's Alpha is located at .906

Bullying



Graphic 2 The levels are classified by centiles as follows: 40 almost low, 60 medium, 80 almost high, 95 high and 99 very high

The reliability of the bullying test is .927 in Cronbach's alpha

The correlations of attitudes towards studying with the areas of bullying are as follows:

Contempt .090
 Duress .051
 Restriction .025
 Aggression .132
 Bullying .028
 Social exclusion - .212
 Harassment .078
 Thefts .004

Conclusions

1. In attitudes towards study, it is located at a percentile of 56 that slightly exceeds an average level of interrelation in the school institution. Which indicates that attitudes are tending towards a prosocial activity but that it gives room to bullying
2. There is bullying and it occurs in a common way in the group of participants since the vast majority of areas are above 60 percentile points that is located in a medium level to a percentile of 99 that is a very high level of bullying school. Although the students do not perceive it because they normalize it within their relationships
3. The correlation between attitudes towards studying and bullying are low, it may be due to the fact that students do not perceive their relationships as bullying, taking it as something common in their human relationships.

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