

Experiences of bullying in education and school paths

AMÁLIA REBOLO¹ , BEATRIZ PEREIRA²

¹Instituto Piaget, Campus de Almada, RECI, Portugal

²Universidade do Minho, CIEC, IE, Portugal

ABSTRACT

According to Saraiva (2014) and Nery (2016) the memories of bullying experiences perpetuate themselves throughout life and produce long-term effects. In the scope of longitudinal research on school bullying, 17 young adults (8 males and 9 females) were interviewed in order to identify their memories of bullying experiences during compulsory schooling. The participants had been observed and interviewed during the first cycle of schooling considering the categories in which they were nominated by peers through questionnaires of peer nomination: aggressors, victims, aggressive victims, conflict managers, victim support. Each participant was interviewed individually, and interviews were recorded in digital audio format and transcribed retrospectively. We verified that regardless of their status all refer to have lived or observed situations of bullying and it is noteworthy that the strongest memories are related to the frequency of secondary education. We found that some experiences were well marked in the memory considering the details that were mentioned to us. We found that the school paths are different between groups considering the appointment as involved or not in conflicts. We can highlight the school course marked by the retention and abandonment of those who were named as aggressors while the students considered as conflict managers or supporters of the victims by their colleagues were successful at school during compulsory schooling and at the moment the interviews were held were attend degrees and master's degrees in their areas of preference. **Keywords:** School bullying; Adult memories; School routes.

 **Corresponding author.** Instituto Piaget, Avenida Jorge Peixinho, n.º 30, Quinta da Arreinela, 2805-059 Almada, Portugal.

E-mail: amalia.rebolo@almada.ipiaget.pt

Supplementary Issue: Spring Conferences of Sports Science. International Seminar of Physical Education, Leisure and Health, 17-19 June 2019. Castelo Branco, Portugal.

JOURNAL OF HUMAN SPORT & EXERCISE ISSN 1988-5202

© Faculty of Education. University of Alicante.

doi:10.14198/jhse.2019.14.Proc4.82

INTRODUCTION

The study "Playfight and Bullying in school playground" (Rebolo Marques, 2002-2006) showed that the children presented different characteristics according to the groups in which they were considered by their classmates in relation to: participation and type of participation in Game of Fight and Fight Seriously; school integration; family context; concerns and desires; networks of friends (Rebolo Marques, 2006). Five years later we found that children involved in conflict and aggression were less successful at school, and 40% of pupils nominated as aggressors had already repeated one or more years of schooling (Rebolo Marques, 2016). Fifteen years later we interviewed some of the participants to understand their school paths.

MATERIAL AND METHODS

Participants

16 young adults (ages between 21 and 25) who were part of the initial sample in the 2002-2003: 2 Aggressors (male), 2 Victim (1 male and 1 female), 3 Aggressor-Victim or provocative victim (males), 4 conflicts management (female) and 5 Victim Support (4 females and 1 male).

Measures

Semi-structured interview with thirteen questions - based on interviews of Rebolo Marques (2006), Saraiva (2011) and Nery (2016). We wanted to identify their school memories with questions like: How was your behaviour in school? What do you like most about school? What do you like least about school? Was there violence and / or bullying in school? Were they threatening or asking for money or other forms of aggression?

Do you remember any episode that was more serious? Do you remember the recreational games? What were the favourites? How was your behaviour at home? Were there conflicts at home?

We also try to understand their life's today with questions like: Who do you live with today? What are the prospects for the future? What were the most important moments in life?

Procedures

For each participant the starting point was the childhood interview that everyone had access (on paper). The interview was recorded using a VIMX digital recorder and later transcribed for content analysis and identification of analysis categories. They all consented the interview recording, and they were pleased to remember some episodes that happened during childhood.

Analysis

The data were subject to content analysis considering the interviews. The information was divided into eight points: as described in the past and today; behaviour at school and at home during the first interview; the games and games in the playground, referred to in the first interview and remembered in the second; aspects that they like and did not like at school; involvement in conflict, aggression, bullying; family relationships in the past and present; prospects for the future taking into account what they wanted and what actually happened and foresees in the near future; important moments in life in the past and the present.

RESULTS AND DISCUSSION

The two considered as aggressors only finished primary school and are the ones with the highest rate of retention and drop out. In the group that included aggressors, victims and provoking victims we found that

71% of the students suffered retentions along the school course while in the remaining students of the sample only 20% were subject to withholdings. Other studies report the risk of aggression and/or victimization in the students that suffer retentions in their school course (Saraiva et al., 2011, Saraiva, 2014, Melin, 2016 and Pereira, 2002).

Only two of the interviewees are still full-time students, all the others are working part-time or full-time depending on whether they are still studying or not. The military career was the choice of the two aggressors and an aggressor victim, but one of the aggressors did not follow up and is in a phase of looking for solutions of employment and study. Those who are studying intend to pursue master's and doctoral studies having some already defined their areas of future interest.

All respondents reported having observed and / or participated in conflicts and struggles. Some have even used the term bullying to refer to some situations. They pointed out that serious situations happened especially after the 6th grade and with greater seriousness in secondary school.

One of the aggressor's recalls being provocative involving many schoolmates, but also defending his friends and sometimes engaging in fights for them.

One of the young women considered as "victim support" and two of the young women considered "conflict managers" by their colleagues, after the second cycle were victims of colleagues in their classes. They say they did not realize why, but they associate envy with the fact that they usually have above-average grades and are well liked by teachers.

CONCLUSIONS

Aggressors have a higher incidence of retention and dropout than all others (in general and per group).

When we bring together those directly involved - aggressors, victims and aggressive victims - in the same group, we find that levels of retention and dropout are higher than in other groups. Involvement in bullying seems to be related to school failure. All interviewees observed and / or participated in bullying situations.

Respondents are generally satisfied with their life decisions and intend to pursue studies.

REFERENCES

- Melin, F. (2011). *Na escola és feliz?* Dissertação de Doutoramento. Braga: Universidade do Minho.
- Nery, M. (2016). *Bullying no contexto da Formação desportiva em Portugal. Estudo Exploratório a nível nacional de modalidades individuais, coletivas e de combate.* Dissertação de doutoramento. Cruz Quebrada: FMH-UL.
- Pereira, B.O. (2002). *Para uma escola sem violência. Estudo e prevenção das práticas agressivas entre crianças,* Porto: FCG-FCT.
- Rebolo Marques, A. (2006). *Jogo de Luta e bullying no recreio escolar.* Dissertação de Doutoramento. Cruz Quebrada: FMH-UTL.
- Rebolo Marques, A. (2016). *Vivências de bullying e risco de insucesso escolar.* In Beatriz Pereira, Altemir José Gonçalves Barbosa, Lélío Moura Lourenço (orgs.) *Estudos sobre bullying: família, escola e atores,* Curitiba-Brasil: Editora CRV, pp. 101-120. <https://doi.org/10.24824/978854440904.6>

Saraiva, A. B. (2014). Memórias de infância e violência escolar: Estudo em contexto prisional. Dissertação de Doutoramento. Braga: IE- Universidade do Minho.

Saraiva, A. B.; Pereira, B. & Zamith-Cruz, J. M. (2011). Trajetórias, vidas e bullying escolar, in Altemir Gonçalves Barbosa, Lélío Moura Lourenço & Beatriz Pereira (organizadores) *Bullying, conhecer e intervir*, Juiz de Fora: Editora UFJF.



This work is licensed under a [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/) (CC BY-NC-ND 4.0).