

BULLYING AND ITS IMPACT ON ACADEMIC PERFORMANCE IN BASIC EDUCATION

EL ACOSO ESCOLAR Y SU AFECTACIÓN EN EL DESEMPEÑO ACADÉMICO EN LA EDUCACIÓN BÁSICA

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RESUMEN

El acoso escolar y el desempeño académico en estudiantes de la educación básica, tienen una relación intrínseca, dado que se revela con regularidad que aquellos estudiantes víctimas de maltrato les resulta difícil implicarse en el proceso de enseñanza – aprendizaje; situación que afecta además al victimario y al observador. El objetivo es implementar una estrategia pedagógica de prevención de acoso escolar y desempeño académico de los estudiantes de educación básica. La metodología empleada contempló desde el orden teórico los métodos: histórico – lógico, análisis – síntesis, inductivo – deductivo. Los principales resultados fueron: los estudiantes conocen sobre el tema del acoso escolar, mismo que ha sido abordado en capacitaciones y charlas generales, sin embargo, se revela que existen manifestaciones de irrespeto entre compañeros, lo que motiva a conflictos de diversa naturaleza. El 60% de los estudiantes indicó que ha sido víctima de acoso escolar, con énfasis en los sobrenombres ofensivos, hurto de útiles y maltrato verbal, incluso cyber bullying. En conclusión, la implementación de la estrategia pedagógica de prevención de acoso escolar, es esencial para el mejoramiento del desempeño académico de los estudiantes de educación básica de la unidad educativa mencionada.

Palabras clave: enseñanza, aprendizaje, conflictos, estrategia

ABSTRACT

Bullying and academic performance in basic education students have an intrinsic relationship, given that it is regularly revealed that students who are victims of abuse find it difficult to get involved in the teaching-learning process; a situation that also affects the perpetrator and the observer. The objective is to implement a pedagogical strategy to prevent bullying and the academic performance of basic education students. The methodology used contemplated the methods from the theoretical order: historical – logical, analysis – synthesis, inductive – deductive. The main results were: that students know about the issue of bullying, which has been addressed in training and general talks; however, it is revealed that there are manifestations of disrespect among classmates, which motivates conflicts of various natures. 60% of students indicated that they had been victims of bullying, with emphasis on offensive nicknames, theft of supplies and verbal abuse, including cyberbullying. In conclusion, implementing the pedagogical strategy for preventing bullying is essential for improving the academic performance of basic education students of the aforementioned educational unit.

Keywords: teaching, learning, conflict, strategy

INTRODUCCIÓN

Understanding the well-being of students in educational institutions requires special analysis and emphasis in different contexts and nationalities, as it allows addressing the physical, social and psychological changes that young people go through, which at this age forge their identity. Exploring who they are and who they want to be in the world, which may be at risk if they are immersed in situations of bullying or school violence, it is essential to foster safe and inclusive educational environments for growth and comprehensive development.

From this perspective, in 2012 the NGO organisation Bullying without Borders for America, Europe, Asia, Oceania and Africa was established in Argentina. According to their research, incidents of bullying are on the rise globally, with 6 out of 10 children experiencing this problem. This organization is dedicated to addressing and combating bullying on different continents, recognizing the urgency to intervene and offer support to victims of this form of violence.

According to Meza Arguello and others (2021), in their studies, they mentioned a UNESCO report from 2019 titled Behind the Numbers: Ending School Violence and Bullying, which highlights the worrying global problem of bullying, where one in three students (32%) have experienced bullying from their peers. This report indicates that, in many regions of the world, physical bullying is the most common form of violence among children, except in North America and Europe, where psychological bullying predominates and is more common among girls.

In America, the number of bullying cases is alarming. For example, in North America, at least 31.7% of students have been victims of bullying. In Central America, 22.8% have been harassed, 25.6% have been involved in conflicts and fights, and 20.5% have been physically attacked by one of their peers. In South America, the figures for peer bullying, fights and attacks are even more worrying, at 30.2%, 31.3% and 25.6% respectively.

Llaguno Gómez (2020) states that, currently, a notable increase in incidents of school violence is observed in educational institutions, which are considered conducive environments for interaction and the development of students' skills. However, it is in these contexts where conflicts arise that lead to school violence. To address this complex issue, it is essential to examine it from multiple perspectives or approaches, such as health, social, and educational aspects. When carrying out this analysis, it is necessary to carefully consider the factors that influence school violence and those that can contribute to its prevention.

Based on what was expressed, the general objective was to implement a pedagogical strategy to address bullying and the academic performance of basic education students. The

object of study was established as the teaching-learning process in basic education. Process in the educational field is understood as everything that focuses on pedagogy, focused on research and reflection on how an individual acquires and expresses knowledge. The field of action is bullying during pedagogical periods as a manifestation of aggression in the classrooms. Among the possible causes of analysis before posing the problem, the return of students to face-to-face classes was considered, after the Covid-19 pandemic, home study predominated through virtuality.

In Spain, Rusteholz & Mediavilla (2022) in their research work whose objective was to analyze the prevalence of bullying in Spain and its relationship with variables such as gender, type of school and the autonomous community in which the student is located, and the quantification of bullying based on the Program for International Student Assessment (PISA) test scores, where a Propensity score matching methodology was applied. The findings show that bullying has an unfavourable effect on all competencies assessed and that this negative impact would translate into a 3 to 5-month decrease in the formal educational level for students who have been victims compared to those who have not. they have been.

From this analytical perspective, it is evident that bullying in schools hurts all the skills evaluated. This phenomenon not only affects the emotional well-being of students but also significantly affects their academic performance. Recent research suggests that students who have been victims of bullying experience a substantial reduction in their educational progress, estimated to be between 3 and 5- months compared to their peers who have not experienced this form of violence.

In Argentina, Ordoñez Ordoñez (2021) in his doctoral thesis whose objective was to analyze the subjective experiences that children and adolescents present in situations of bullying and cyberbullying, based on the perception of students, teachers and parents. With the application of three research techniques such as (European Bullying Intervention Project Questionnaire-EBIPQ, European Cyberbullying Intervention Project Questionnaire-EBIPQ-ECIPQ and Brief-COPE-BC to 433 students), 8 focus groups and 4 life stories. The findings revealed that bullying was present at 42.8%, encompassing various forms such as traditional bullying, cyberbullying or both and showed that this phenomenon is linked to various characteristics of the victim and the lack of a support system.

About this position, the research found that bullying in schools manifests itself in various forms, being detected in 42.8% of cases. These forms of violence include both traditional bullying characterized by repetitive and harmful physical, verbal or psychological behaviors, and cyberbullying, which occurs through digital platforms and social networks. In many cases, a combination of both forms of harassment is observed, which further aggravates the situation for victims.

In Ecuador, Tapia Toscano (2022) in his research project investigates how bullying, also known as bullying, significantly affects the regulation of behaviour and, therefore, the teaching-learning process, through physical or psychological abuse. persistent, especially in the educational environment. The study is based on a qualitative-descriptive approach, which seeks to identify the most relevant aspects of the phenomenon studied. The results reveal that victims of bullying tend to be passive and more vulnerable both inside and outside the classroom. Furthermore, a direct relationship is observed between poor academic performance and the inability of students to carry out their daily activities.

In the author's opinion, victims of school violence tend to be passive and exhibit greater vulnerability both in the school environment and outside of it. Furthermore, there is a direct connection between poor academic performance in all subjects and difficulty in carrying out daily tasks. The stress, anxiety and fear associated with bullying can significantly affect victims' ability to concentrate and academic performance, which in turn can result in decreased self-esteem and self-confidence.

Bullying is a situation of inequality of social, physical, and psychological abuse that occurs between a strong party, which would be the bully who presents persecutory behaviour, and a weak party, the bullied. It is an intentional phenomenon that occurs repeatedly over time. This type of violence is not recent, for a long time it has not been taken into consideration to evaluate the differences between school violence and abuse between peers, since these acts were considered “children's things” (Ramírez Jaramillo & Suarez Valencia, 2021).

According to UNESCO (2023), school bullying or violence is a problem that has a global presence, affecting a considerable number of boys, girls and adolescents. This refers to all possible forms of abuse both inside and outside classrooms, around educational centers, in cyber environments with the presence of new digital tools. This type of violence is suffered mostly by students and is generally carried out by their peers, teachers or other actors in the educational community.

According to (Ruiz et al., 2020) in their research called School Bullying: adolescents, victims and Aggressors, school violence is a phenomenon that manifests itself with risky behaviours that endanger the health and well-being of the person themselves or others. someone from your environment. This problem is becoming relevant in our society, several researchers are focusing attention on this study, mainly trying to find a possible solution to this phenomenon that considerably affects students.

Bullying detection

To detect bullying, it is necessary to take into account that this type of behaviour does not only occur inside schools, since as a result of the use of information technologies, a new

kind of bullying called cyberbullying has emerged. These present a series of common characteristics such as intentionality, systematic repetition and the power imbalance between the victim and the aggressor. It should be noted that cyberbullying can be carried out by anyone who has technological means at their disposal (Peña Casares, 2021).

To detect bullying, there are numerous alerts, in which the actors can be identified, since in most cases not all victims ask for help. It is important to remain alert to the different signs and physical and psychological changes that may occur in minors. To this finish, both homes and educational institutions must maintain trust and dialogue with children and adolescents (Stopbullying.gov, 2021).

In the adolescence, it can be defined as a set of conflicts in coexistence within the school environment, where physical attacks linked to so-called rough play, pushing, fights, insults, nicknames and other daily blows are revealed. Here are the victims or attacks, the aggressor or perpetrator, and the observers who are seen as people who do not provide support to their attacked colleagues because they do not want to be another victim (Jacobi Zuñiga et al., 2019).

In the school environment of adolescents, there is a set of conflicts that manifest themselves in various forms of physical aggression, such as rough play, pushing, fights, insults, nicknames and other forms of everyday violence. In this scenario, three main roles are identified: the victims or attacked, the aggressors or perpetrators and the observers. Victims are those who suffer the aggression, aggressors are those who carry out the aggression, and observers are those who witness the aggression, but do not intervene.

Bystanders often do not provide support to assaulted peers for fear of becoming another victim. It is necessary to understand the complexity of social dynamics in school environments, where violence and fear can influence interactions between adolescents. The perception of personal risk and concern about possible retaliation can stop bystanders, leading them to choose silence or inaction rather than intervene to stop the aggression. The bystander effect can intensify this dynamic, as individuals tend to feel less responsible for acting when others are present.

According to the MINEDUC (2023), protective factors are individual and group characteristics that reduce the possibility of exposure to psychosocial risks. They take into account aspects of a psychological-emotional nature, assertive friendship and family relationships, which provide social support, self-confidence, and self-esteem. and acceptance. These factors contribute positively to the well-being of students, including their academic and emotional development. They prevent problems and adversities by promoting an environment conducive to healthy growth.

Protective factors include aspects of a psychological and emotional nature, as well as assertive friendship and family relationships, which provide important social support, self-confidence, self-esteem and acceptance. These factors contribute significantly to the well-being of students, both in their academic and emotional development. Additionally, these factors not only act as a shield against psychosocial risks, but also play an active role in preventing problems and adversities. By promoting an environment conducive to healthy growth, these factors foster a sense of belonging and security in students, which contributes to their comprehensive development and the creation of a more positive and resilient school community.

In the legal field, article 64.2 of the LOEI warns that:

Bullying is understood as any action or omission constituting aggression or harassment, direct or indirect, repetitive, carried out outside or inside the educational establishment by students who, individually or collectively, attack another or others, using a situation of superiority or defenselessness of the affected student(s), which causes mistreatment, humiliation or exclusion, ridicule or any other impact on dignity, whether by technological means or any other means, taking into account their age, gender identity, cultural identity, language, religion, ideology, socio-economic condition, migratory status, sexual orientation, health status, disability, physical difference or others of a temporary or permanent nature (Organic Law of Intercultural Education, 2021, page 69).

The significance of bullying is highlighted according to the Organic Law of Intercultural Education of Ecuador, stating that this situation refers to any form of aggression or harassment, whether direct or indirect, repeated and carried out by students inside or outside the educational environment. This behaviour can be manifested through mistreatment, humiliation, exclusion, ridicule or other forms of violation of dignity, using technological means or other available means.

Bullying and its relationship to academic performance

The importance given in the social context to the numerical scale of a rating is very notable. The system determines this by completing a process and obtaining a grade. Beyond the regulations that establish the incorporation in a grade of the various indicators of the education process (individual interdisciplinary activities, comprehensive group activities, integrative projects, and evaluation of the academic period), the final grade is the manifestation of a student's performance (MINEDUC 2020).

Academic performance, fundamental in the educational field, is based on the criterion of productivity, because it is understood as the result of the teaching-learning process, which shows quality and efficiency, having the ability to replicate knowledge in the different tests

applied by teachers. Becoming an indicator of the functioning of the educational system, and therefore constantly trying to seek improvements, plans, programs and projects (Graso, 2020).

Academic performance is not limited solely to the criterion of productivity, but is a multidimensional concept that encompasses several aspects of the teaching-learning process. While productivity can be an important component of academic performance by showing how effectively the knowledge is replicated in tests and assessments, academic performance is also linked to a deep understanding of concepts, the ability to analyze and synthesize, creativity, critical thinking and other skills fundamental to the learning and intellectual development of students.

Academic performance is not only an indicator of the functioning of the educational system in terms of efficiency and quality but also reflects the ability of educators to transmit and students to assimilate knowledge in a meaningful way. Therefore, seeking constant improvements in academic performance involves not only focusing on productivity but also on the design of educational plans, programs and projects that promote deep and meaningful learning, as well as the comprehensive development of students. In this sense, it is a reflection not only of efficiency but also of the quality and relevance of the educational process as a whole.

Academic performance is not limited solely to the acquisition of knowledge, it is also the result of the set of emotional, cognitive and social factors that are intertwined in the teaching-learning process. Children and adolescents gain knowledge from the various experiences, the motivation they may have and the trust provided by their teachers. Intrinsic motivation and the ability to regulate emotions are determining factors in students' willingness to participate in learning and face academic challenges (MINEDUC, 2020).

RESULTS

Results obtained from the survey guide aimed at ninth-grade students of basic general education

Table 1. Age in years

Age	Frequency	Percentage
12	4	9%
13	21	47%
14	16	36%
15	4	9%
Total	45	100%

Source: Ninth-grade students of basic education of the U.E. Cesar Quimis Choez

Table 2. Gender

Gender	Frequency	Percentage
Male	21	47%
Female	24	53%
Total	45	100%

Source: Ninth-grade students of basic education of the U.E. Cesar Quimis Choez

Tabla 3. Percepción entre compañeros

Opciones	Frecuencia	Porcent aje
Friendly	9	20%
Disrespectful	25	56%
Rude	11	24%
Others	0	0%
Total	45	100%

Source: Ninth-grade students of basic education of the U.E. Cesar Quimis Choez

Table 3. Conflicts between colleagues

Opciones	Frequency	Percentage
Always	3	7%
Frequently	40	89%
Never	2	4%
Total	45	100%

Source: Ninth-grade students of basic education of the U.E. Cesar Quimis Choez

Table 6. Position of teachers regarding cases of bullying

Opciones	Frequency	Percentage
Nothing	4	7%
Inform the campus authorities	7	13%
They call the parents	26	46%
They stop the situation immediately	6	11%
They punish the aggressor	2	4%
They talk to the aggressor	11	20%
Total	56	100%

Source: Ninth-grade students of basic education of the U.E. Cesar Quimis Choez

DISCUSIÓN

The findings of this research reveal the existence of bullying among peers, mainly manifested through nicknames, followed by the spread of rumors, pushing, destructive criticism, among other behaviors, which causes distraction and decreased academic performance for both victims, perpetrators and spectators. These results highlight the importance of implementing an educational strategy aimed at teachers to detect and effectively address bullying.

Consistent with the results obtained, the research carried out by Romero Salazar and others (2021) maintains that bullying has detrimental impacts for both the victim, the bully, and the bystanders. The victim may experience feelings of insecurity, failure, shame and fear, which can lead to serious problems such as suicide. On the other hand, the bully may internalize the violence, which could lead to criminal behavior. Bystanders can also learn and replicate this behavior, normalizing a hostile environment. Therefore, it is crucial that the educational community, especially teachers and administrators, develop proactive strategies to prevent and address bullying effectively.

About this position, Conopoima Moreno (2019) states that some teachers fail to distinguish between common student jokes and bullying, which means that they do not give it adequate attention when it occurs. This author reveals in his work that it is not a secret that on many occasions teachers are also victims of this violence, being threatened, harassed, blackmailed and even physically attacked or attacked with their possessions. It can be seen that bullying has negative effects on everyone involved but with different manifestations and levels of suffering.

Bullying represents a serious problem that impacts boys, girls, young people and adolescents in educational institutions. It is necessary to recognize that this problem can manifest itself differently depending on a series of factors, such as culture, socioeconomic context, school policies and the intervention strategies that are applied. It is important to take into account this diversity of elements to effectively and comprehensively address the problem of bullying in all its forms and manifestations.

Most studies support the notion that bullying is a widespread problem that affects a considerable number of students around the world. Research carried out in various cultural and geographical contexts has shed light on the prevalence of bullying, highlighting the worrying frequency with which this phenomenon occurs in educational environments. While specific rates may vary by country and region, there is general consensus as to the magnitude of the problem.

Similarly, Podesta González (2019), in his research entitled *Metaphors of the Teaching Role in an Intervention on bullying*, maintains that, if the aim is to address the

problem of bullying through the promotion of positive coexistence, teachers play a role fundamental. They are essential to achieving the established objectives since they are the ones who have direct responsibility for constantly managing conflicts in the educational environment. One way to strengthen teacher training to confront this phenomenon would be to provide them with opportunities to reflect on their pedagogical practice and how they address bullying situations.

The implementation of the educational strategy would not only promote a harmonious and violence-free school environment but would also cultivate a sense of camaraderie among students. This positive and safe environment would have a significant impact on students' academic performance. By feeling safe and supported, students would be more motivated to actively participate in learning and develop more positive relationships with their peers and teachers.

CONCLUSIÓN

The results derived from the application of the diagnosis on the current state of bullying that is present in ninth-grade students of higher basic education provided a detailed and well-founded vision of the present situation. This analysis has revealed the main problems related to bullying within the institution, identifying patterns, areas of greatest incidence and possible underlying causes, justifying the implementation of the pedagogical proposal.

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