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Bullying in students belonging to immigrant families in Primary Schools

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Abstract

The bullying has affected many educational systems. The scientific community has studied the phenomenon and has developed many studies attempting to explain their etiology and operation. Administrations have developed policy and legislative initiatives, to sort out this need and social problems. This paper tries to investigate the bullying phenomenon in Andalusia. Students who are immigrants and who are in the 4th level of Elementary Education, do not know the Spanish language The study took data from Andalusian students who participated in the 2011 edition of the PIRLS assessment (Progress in International Reading Literacy Study). This evaluation has involved more than 4300 students in 150 selected schools. The data are about the level of reading comprehension. Previously, their mother tongues have been identified. The results show a higher rate of bullying in immigrant students than in the rest of the population, a lower yield. However the results don't imply that the student had been victims of bullying. There is a need to sort out these problems and we must continue investigating them in order to understand and provide solutions.

Keywords: Bullying; Elementary School, Immigrant, PIRLS

1. Introduction

We can define the phenomenon as violence bullying or harassment that occurs between equals. Olweus (2001) began to use the term bullying in 1973 systematically. In recent decades such violence increased, causing great concern in society. They do a lot of work and research (Rodríguez, 2007; Mora-Merchan, 1997; Consejo Escolar de Andalucía, 2006, UNESCO, 2004; García, Sureda y Monjas, 2010; Rodríguez, García, Sánchez et al.2011; Bravo & Herrera, 2012; Essomba, 2007; Jordán, 2007; Leiva, 2007; Santos, 2008; Sánchez, 2009; Ovalles & Macuare,

2009; Sánchez & Cerezo 2010). As a result, there were large number of studies addressed the issue in many scientific meetings, and even developed specific policies to address the phenomenon.

This social concern and the programs, given its results, in a comparative report of "ombudsman" appeared rates decline in this type of aggression. They also do research related to ethnic diversity, inadequacy, etc. (García, Sureda y Monjas, 2010; Vervoort, Scholte & Overbeek, 2010; Jochem, Deurzenb, Starkc & Veenstrad, 2013). With the advent of mass communication technologies phenomenon has manifested itself in terms of cyberbullying (Armero, Bernardino & Bonet, (2011)

2. Research Methodology

This research describes the bullying phenomenon, in Andalusia, in contexts where students are immigrants and have no knowledge of Spanish language in the fourth year of Elementary Education. We intend to explore the relationship between being bullied and learning outcomes achieved in these schools.

The research was carried out with a design ex-post-facto descriptive and correlational, based on survey methods. We used data from the international PIRLS assessment 2011, attended by 4333 students from fourth year of Elementary Education, 150 Andalusian schools. From the total, 665 are from immigrant families where Spanish is not spoken regularly. In the PIRLS assessment contains information about contextual variables, such as the frequency which the students have had different behaviors of bullying during that school year.

The analysis begins with a description of the frequency in which students suffer some abusive behavior. In order to do this, we calculated the percentages of students who have experienced these situations: never, several times a year, once or twice a month, and at least once a week. Bullying behaviors considered in the study have been reduced at a rate of bullying suffered at school, which was constructed by principal component analysis for categorical data.

According to this index, immigrant students have been classified into four groups according to the level of bullying suffered. And for each group, we have obtained the average yield on the reading comprehension test that is included in the PIRLS assessment.

Calculating means was performed using the program IDB Analyzer (IEA, 2012), provided by the IEA (*International Association for the Evaluation of Educational Achievement*) for using the database PIRLS.

3. Results

Table 1 shows the frequency of maltreatment situations 4th Andalusian students of Elementary Education, and the frequency of these situations immigrant students. We can see that the frequency of situations of bullying suffered by immigrants exceeds the average of the total.

Table 1: Frequency of students living situations of bullying at school

		Never	Several times a year	Once or twice a month	At least once a week
They laughed at me or insulted me	Immigrants (n= 661)	39,03	20,57	12,86	27,53
	Entire sample (n=4.264)	45,08	18,81	12,83	23,29
Other students left me out of games or activities	Immigrants (n= 648)	51,85	14,20	15,28	18,67
	Entire sample (n=4.234)	57,75	14,43	12,87	14,95

Someone was telling lies about me	Immigrants (n= 649)	44,84	17,87	13,41	23,88
	Entire sample (n= 4.228)	49,83	17,93	11,90	20,34
I was robbed	Immigrants (n= 646)	65,02	16,72	6,97	11,30
	Entire sample (n= 4.208)	73,91	12,95	5,20	7,94
One or more students did hit me or damage (eg, pushing, hitting, kicking)	Immigrants (n= 658)	47,11	22,34	12,61	17,93
	Entire sample (n= 4.257)	53,65	20,27	10,97	15,10
Other students made me do things I did not want to do	Immigrants (n= 662)	65,86	13,60	8,01	12,54
	Entire sample (n= 4.264)	72,94	11,02	6,40	9,64

In immigrants occurs most often in taunts and insults, they affect every week to 27.53% of these students, followed by spreading lies, with 23.88%, and the exclusion of games with a 18.67% . The lower incidence behaviors these students are thefts or being forced to do things they do not want to do, over 10% of students suffered from this weekly.

CATPCA analysis (Categorical Principal Component Analysis) is appropriate when the variables are ordinal or categorical. The six variables on abuse have been reduced to a single factor.

Table 2: Saturations unidimensional solution CATPCA

	Saturations
They laughed at me or insulted me	,681
Other students left me out of games or activities	,648
Someone was telling lies about me	,664
I was robbed	,512
One or more students hit me or caused me damage (eg, pushing, hitting, kicking)	,718
Other students made me do things I did not want to do	,712

Factor analysis on the situations of bullying in school has resulted in a single factor, explaining 43.50% of the total variance. All variables, initials, have this positive saturation factor between 0,512 and 0,718. Factor score of each student is taken as an index of bullying suffered at school.
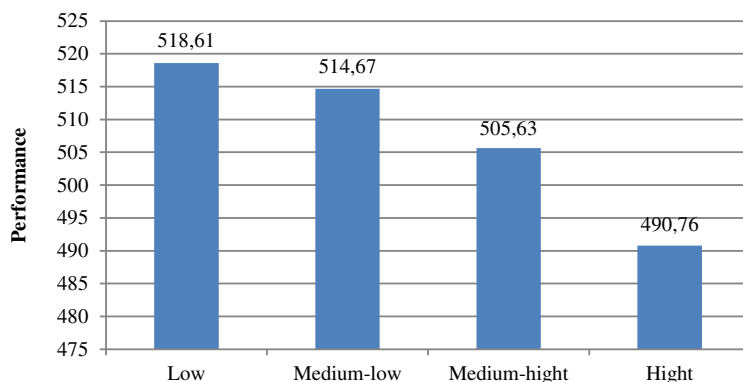
Fig. 1: Performance based on the bullying suffered at school

After having constructed the index of bullying suffered at school, we classified the 665 immigrant students into four groups of equal size. They correspond to the levels of bullying low, medium-low, medium-high and high. A high level of bullying means that the pupil lives abusive situations with a high frequency. For the group of students classified in each level, we calculated the average performance achieved in the test PIRLS reading comprehension.

These scores are expressed, as in other international and national assessments, on a scale mean of 500 and standard deviation 100. Item Response Theory (IRT) and works with plausible values (Wu, 2005).

Figure 1 shows that the efficiency is lower if the bullying suffered is higher. Thus, an inverse relationship between the two variables is observed. When bylling is somatized student may efficiency less. (Armero, Bernardino & Bonet, 2011)

4. Conclusions

In conclusion, the study states that immigrant students suffer more bullying than native pupils. The most repeated abusive behaviors are: exclusion, spreading lies and peer teasing. Rather less common behaviors: physical aggression, coercion or theft. Bullying can affect performance, but can be influenced by other factors such as language. Taking into account the fact that immigrants are not Spanish speaking students, this variable may have an important role.

It is important to develop preventive activities at all levels, because they are more effective than palliative and have a lower cost in execution. An alternative may be intercultural education (Frallicciardi, 2012)

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