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SCHOOL BULLYING – AN INTEGRATIVE REVIEW

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ABSTRACT

OBJECTIVE: To characterize the scientific production on the scenarios of school bullying through searches in online journals in the areas of Health, Social Sciences and Humanities, from 2013 to 2018. **METHOD:** This is an integrative literature review. The sample consisted of 43 publications. **RESULTS:** The survey revealed that the 2014, 2017 and 2018 period presented a number of (21.42%) publications, followed by 2013 to 2016 (14.28%) and finally the 2015 period corresponding to (7.14%). of the total score of publications. As for the predominant country of origin of the main author was Colombia (28.57%). The predominant area of knowledge of the first author was psychology (42.85%). **CONCLUSION:** The discussion about the practice of school violence, Bullying, has gained notoriety due to the intensification and severity of the phenomenon in the various scenarios, especially in educational institutions, whether public or private. The information gathered through this study stimulates the current, contemporary debate, collaborating for future research on this subject.

Keywords: School harassment, School bullying, Bullying, School Violence.

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INTRODUCTION

One of the most frequently and commonly known forms of school violence, is the phenomenon Bullying. Young people, especially school children, aged between 10 and 21 years, appear in the statistics as the most frequent victims of school harassment or some kind of intimidation that can lead to serious consequences, even death ⁽¹⁾.

The school violence is a public health problem with social and individual transcendence in everyone, and increasingly. It refers to all aggressive and antisocial behaviors, interpersonal conflicts, damage to property, criminal acts, and others ⁽²⁾.

The school is a environment for the construction of knowledge. This is where young people and teenagers have their first contact in society. They seek in the school complex the development of their skills, the expansion of their social relations, the fulfillment and construction of desires, and the impulses that collaborate in the formation of their personalities and individualities ⁽³⁾. It is in this environment that these teens can first come in contact with violence in the form of bullying.

Bullying is a practice of violence found in all cultures, considered a social problem that qualifies in the promotion of psychological distress, low self-esteem, segregation, learning and school performance deficit. The violence caused to people exposed to this type of violence is repeatedly practiced with negative actions, characterized by repetitive and intentional acts by peers in the school environment ⁽⁴⁾.

In order to address the topic of bullying in the current discussion and which often goes unnoticed within school institutions, this study sought to systematize the scientific articles already published on the subject, through an integrative review in the last 6 years in order to gather information that stimulates the debate and thus collaborate for future research on this subject and help in coping with the problem.

METHOD

This study consists of a bibliographic review developed through the Integrative Review method. The articles were searched in the database MEDLINE (Medical Literature Analysis and Retrieval System Online), LILACS (Literatura Latino-Americana e do Caribe em Ciências da Saúde) and in the SciELO library (Scientific Electronic Library Online). These databases were accessed through the Virtual Public Health Library (BVS)/Bireme/OMS (<http://bases.bvs.br>) and the Journal Portal (CAPES) (<http://novo.periodicos.capes.gov.br>).

The standardized terms were identified in the Health Sciences Descriptors (DeCS). Publication period was delimited from 2013 to 2018. After this stage, a careful reading of the selected studies was conducted in order to reflect on the theme school violence and bullying in the last 6 years.

RESULTS

1,200 publications were identified in the databases searched based on the selected keywords. In the total sample universe, 688 articles were excluded because they weren't in their entirety, 203 because they did not address the specific theme. 21 were Integrative Reviews and 128 were repeated. From the selection of titles and abstracts, 60 publications were selected, (Quadro 1).

The table 1 shows the bases consulted and their search strategies, the total number of references retrieved and the amount selected after analyzing the title and abstract of each reference. Referring to the respective found in the sample universe were as follows: search methods that we're not indexed in online journals (57.33%), did not propose the theory and methodology of the study before the inclusive criteria predefined initially in the study (16.91%) and among these criteria were methodologies previously pre-selected as exclusive Integrative Review (1.75%) and yet those that were repeated (10.77%). Thus, 60 publications were included in this study.

About the author(s), year of publication, first author's country of origin, authors' area of knowledge and the basis from which the publication was retrieved. Regarding the analysis of publication dates, it was noted that the studies that were most frequently published in the years 2013 (26.05%), 2015 (18.03%), 2017 (27.86%), 2014 and 2018, both occupied a coefficient equivalent to 14.75% and finally 2016 with 8.19% of the total publications that year. Regarding the predominant country of origin of the main author were Brazil with 16 publications (26.66%), followed by the United States of America and Spain, both with 7 articles (4.41%),

Netherlands, Chile, Italy and Mexico with 2 articles (1.26%) each, impossible to identify with 2 articles (1.26%), while Canada, Honduras, New Zealand, Cuba, Sweden, Switzerland, Alicante, United Kingdom, Argentina, Israel, Egypt, China and Turkey with 1 (0.1%) each. Regarding the first author's area of predominant knowledge was psychology with 20 authors (33.33%), followed by medicine with 11 (18.33%), nursing with 8(13.33%), impossible to identify with 7 (11.6%), education 6 (10%), social work 2 (3.3%) and anthropology and philosophy, both 1 (1.6%).

Table 1 - Informational resources consulted (excluding searcher), search strategies, retrieved and selected references - Recife, 2019

| Informational Resources | Search Strategies | Retrieved References | References selected by title and abstract |
|-------------------------|--|----------------------|---|
| MEDLINE | School Harassment/ School Violence, Bullying | 1.106 | 32 |
| LILACS | School Harassment/ School Violence, Bullying | 72 | 17 |
| SciELO | School Harassment/ School Violence, Bullying | 19 | 5 |
| IBECS | School Harassment/ School Violence, Bullying | 3 | 2 |

CONCLUSION

The origin of violence at school is a complex problem in which several causes are involved and this study sought to raise the current social contexts of young people in bullying behaviors. There is a need for further studies on the problem in order to generate more relevant knowledge about the bullying phenomenon and broaden social debates and approaches to coping with the problem, since school violence cannot be understood and seen as a trivial fact. It must be ensured that violence is eliminated and that bullying is prevented in addition to all violence in its general form.

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