

The Accomplice Silence: The Role of Spectators in Bullying

Aldaz, Andrea

De Leon, Andrea

Páez, Mauro

At present, in almost schools is present Bullying. Victims, aggressors and witnesses coexist without being fully aware of their role in this phenomenon. The Investigation team focused on the actions of witnesses and how they can influence school aggression. Objectives were considered based on the Social Constructivism theory as a theoretical framework. The general objective of this investigation was: to understand bullying phenomenon in all possible dimensions. It was proposed as specific objectives: to provide a different view of the research topic focusing on witnesses and down the myth that silence helps in situations of bullying. It was believed crucial to investigate how display bullying situations who apparently do not participate in it, using for this qualitative methodology. Based on the results we obtained from this method, the following hypothesis was aroused: Most of the students in a situation of bullying act as indifferent spectator, and two sub-hypotheses: a) at all levels of education there are victim witness defenders, b) viewers of bullying are more likely to act as witnesses indifferent a situation of psychological violence in a situation of physical violence. It has been shown the truth of the hypothesis through quantitative method, using a representative sample of 91 students in rural and urban contexts. From these data, a new field of analysis opens in finding solutions to Bullying.