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## **BULLYING Y MOBBING EN LA ESCUELA: EFECTOS DE UN PROGRAMA DE INTERVENCIÓN**

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**Resumen.** El Acoso escolar ya sea que se manifieste como bullying o mobbing, constituye una conducta violenta e intencional, dirigida a ocasionar daños, de tipo verbal y físico a otra persona que se percibe como víctima, sobre la cual se ejerce un sometimiento que perpetua su evolución violenta y su incidencia. La problemática se presenta en diversos países y culturas y en Colombia ya han sido registrados en el presente año 8.981 casos a nivel de todo el territorio. En el distrito de Barranquilla el fenómeno presenta una prevalencia de 1.330, lo cual dio lugar al planteamiento de la investigación, que tuvo como objetivo, estudiar los efectos de un programa de aceptación social basado en la resiliencia en un grupo de estudiantes. La metodología se planteó con un enfoque cuantitativo y con un diseño cuasiexperimental longitudinal, con observación antes (pre test) y observación después (postest) de la intervención del programa. Se llevó a cabo un muestreo intencional con una participación de 26 estudiantes, 13 conformaron grupo control y 13 el grupo experimental, del grado 8 de básica secundaria con problemas de convivencia registrados por la dirección escolar. Se les aplicó la escala CIE-Abreviada. Los resultados revelaron que la intervención llevada a cabo redujo significativamente el comportamiento agresivo entre pares y las conductas de rechazo que mantenían el bullying y el mobbing, Se intensificó la inclusión social, la participación positiva dentro del grupo y la convivencia. El análisis estadístico se realizó con la aplicación de la prueba T de student.

**Palabras clave:** Mobbing; intervención psicopedagógica

## **BULLYING AND MOBBING AT SCHOOL: EFFECTS OF AN INTERVENTION PROGRAM.**

**Abstract.** School bullying, whether it manifests as bullying or mobbing, constitutes a violent and intentional behavior, aimed at causing damage, of a verbal and physical nature to another person who is perceived as a victim, on which a submission is exercised that perpetuates its evolution violent and its incidence. The problem occurs in various countries and cultures and in Colombia 8,981 cases have already been registered this year throughout the country.

In the district of Barranquilla, the phenomenon has a prevalence of 1,330, which led to the research approach, which aimed to study the effects of a social acceptance program based on resilience in a group of students. The methodology was proposed with a quantitative approach and with a longitudinal quasi-experimental design, with observation before (pre-test) and observation after (post-test) the intervention of the program. An intentional sampling was carried out with the participation of 26 students, 13 made up the control group and 13 the experimental group, from grade 8 of elementary school with coexistence problems registered by the school administration. The ICD-Abbreviated scale was applied to them. The results revealed that the intervention carried out significantly reduced aggressive behavior among peers and rejection behaviors that maintained bullying and mobbing. Social inclusion, positive participation within the group and coexistence were intensified. Statistical analysis was carried out with the application of the Student's T test.

**Keywords:** Mobbing; psychopedagogical intervention

### **Literature Review**

The prevalence of bullying in Colombian schools manifests an increasing progression, taking into account that during the period from 2017 to 2020, 8,981 cases have been registered, which places Colombia as one of the countries with the highest prevalence of bullying. (Miglino, 2021). The problem in turn presents an important dynamic in social networks such as Facebook, Tik Tok, Instagram, Twitter, and Zoom, which are used to harass and abuse. The phenomenon presents nuances that characterize the harassers, such as paid Trolls and Trolls who attack for pleasure, different population groups, generating highly complex consequences in their victims, such as suicide. The phenomenon evolves as aberrant problematic within which the humanity of the victim is unknown of their rights to be respected and protected in their physical, psychological, sexual, and moral integrity. (Celis and Rodríguez, 2019). It is necessary to recognize in this regard that the nature of the educational scenario is fundamentally socio-anthropological and within it converges the symbolic interactionism of educational agents, who form a social discourse, as a result of the amalgamation of minds, which is provided with beliefs, anti-values, and exclusionary judgments with respect to what is plausible, acceptable, and permissible in the interactive dynamics of fellow human beings in school, which leads to rejecting what is different.

In this sense, bullying is a phenomenon that comes from the social constructionism of students, from the transactional forms determined, from the processes of primary socialization, which are transferred to the field of educational interaction, generating chaos in school coexistence (Ortega & del Rey, 2016) that manifests itself as an aggression of verbal, physical, and psychological type that triggers aggressive symbolic acts towards subjects that represent the victim, who may possess some psychological, social, physical, and/or economic disadvantage, within which may be mentioned mental handicap, physical disability, religious and ethnic differences, low economic profile, leading to collective social rejection, which is unjustifiably maintained by the followers and the victimizers (Hymel, 2014).

Systematic studies on bullying stem from the publications of Dan Olweus who in his book "Aggression in the schools: bullies and whipping boys" (Rodriguez, 2020) allows determining that the phenomenon becomes important due to the consequences related to adolescent suicide due to its recurrent and repetitive manifestation, due to the violation of the rights of equality and reciprocity, gender violence and mistreatment since the victim's self-esteem and capacity of expression to defend himself is violated, a process that in turn increases the violent behavior of the victimizer.

The research is developed in the city of Barranquilla, capital district of the Atlantic region of Colombia, where the starting point is a negative coexistence problem growing in a district school, which has been experiencing the phenomenon for several years without achieving an effective solution to it. Since the problem has various manifestations characterized by precarious interpersonal relationships, poor academic performance, conflict between peers, verbal and physical aggression, violent rejection and intimidation, which have led the school to be forced to take measures to keep students with highly aggressive practices out of the school as a measure to maintain the school's coexistence balance.

The serious problem lies in its massiveness as a problem that evolves by degrees of intensity from one type of aggression to another, from one type of bullying to another, and the marked influence it triggers among peer groups to support or reject its manifestation. In the school under study, the massiveness of the problem motivated the research design and the objectives set for the achievement of an effective solution based on empirical evidence.

The deterioration of the school's coexistence process was identified based on the behaviors of rejection, social intimidation, recurrent teasing, and manifestations of physical and verbal violence. These have affected the academic performance of aggressors and victims. Therefore, the empirical process of the research involved the previous diagnostic evaluation of the students' state of coexistence, with the application of the Cie-Abbreviated questionnaire for the evaluation of school bullying, before and after the psycho-pedagogical program applied in order to verify its effects on the systematic reduction of violent behavior and the intensification of inclusive behavior, the reduction of teasing, the opening to social acceptance, to otherness, and the recognition of the other as an equal. The psycho-pedagogical intervention program was applied in order to demonstrate and verify the reflection of the phenomenon and the rethinking of erroneous thoughts, which did not allow an acceptable coexistence among peers. Research in psycho-pedagogy has led to the scientific advancement of the discipline, which has allowed its interdisciplinary deployment for the development of various strategies, for competent intervention in topics related to normalization, social integration, human development, aggression of disability and special educational needs, learning disabilities, and special education. Process that in turn allow the integration of various models of preventive, projective, and educational application that are integrated with the fundamental pedagogical principles of schooling, which promotes the development and social adaptation of human beings who interact in it, as an institution and as a process. (Arroyo, 2015).

In this sense, psycho-pedagogical intervention in the school constitutes a tool that favors the opening and critical reflection of the phenomenon of bullying and mobbing in order to close the gaps of inequality, so that communicational bridges can be built for the reciprocal acceptance of individual differences, as a fundamental axis of intervention, for the advancement of an inclusive coexistence among students. Diversity is a daily phenomenon in schools, therefore, the plans and programs applied from psychopedagogy propose the achievement of psychological and social welfare of students, the self-formation of personality, so that they feel good about themselves and achieve empowerment of their abilities and skills since human development involves structural changes, mediated socio-cognitively (Almonte & Montt, 2013).

In the case of the research referred to in this article, the Psychopedagogical Intervention was aimed at achieving cohesion and acceptance by articulating the reduction of aggressive behavior and social rejection. The program was based on the theory of resilience and as a pedagogical principle integrated socio-constructivism in order to restructure the cognitive content, reducing in turn affective tones related to fear, anguish, insecurity, feeling annulled and defeated, so that victimized students could self-affirm their personality and manage to express themselves with freedom before their peers (Rohner & Carrasco, 2014). Likewise, to promote assertive communication, reflecting critically on good and bad contacts.

The psycho-pedagogical intervention stimulated the exposure of the problem and the emotions linked to it in order to enhance insight and self-determination. Likewise, an analysis of aggressive and exclusionary behaviors and of the predisposing and triggering factors linked to the phenomenon so that victims and perpetrators could take on the task of modifying them, giving rise to empathy, listening, attention, healthy interpersonal relationships, human development, and concerted and shared coexistence. The research proved the importance of communicative interaction, mediation, coping, discussion of meanings as dialogical bridges that favor critical reflection of the phenomena that alter coexistence, as well as the importance of resilience for all social actors since the problems that prevent the acceptable course of coexistence is also related to factors as an agent of change in schools (Pacheco, 2018).

Bullying and mobbing are manifested in the school environment in children of different ages and both include nuances of both verbal and physical violence. The review of research on both phenomena has made it possible to clarify that there is no difference between them. Historically, bullying was associated exclusively with the school environment, while mobbing was related to the workplace. However, it has now been clarified that both problems are expressed in the school environment maintaining the same aggressive interactional forms between victims and perpetrators, which leads to establish the non-differentiation between the two processes (García and Ascencio, 2015; Pereiro, 2016).

It is necessary to take into account that the evolutionary process of bullying is determined by the interactive dynamics of risk factors associated with both the victim and the victimizer. In the aggressors or victimizers, there may be situations related to age, gender, the characterization of an aggressive personality, which needs to be expressed as a form of compensation for a personal sense of inferiority. In turn, the aggressor presents low academic level, little empathy, which is related to precarious intrafamily relationships where the hard parenting pattern prevails, which in fact is defined by the statistical manual of mental disorders as a predisposing factor in the development of behavioral problems (Oliveira, 2015). Within the family-type risk factors of the aggressors, conflictive intrafamily dynamics, the use of abuse as a legitimate disciplinary strategy at home, incoherence and inconsistencies in the communicative content between parents and children, and the persistence of affective spectrum disorders in the mother, who in her psychological condition cannot constitute a support for the resolution of bullying or mobbing can be mentioned. The perpetrators may present flat affect, maladjustment, false courage, anger, depression and impulsivity, extreme distrust, insensitivity to the pain of others, lack of empathy, feelings of inferiority.

Abused or victimized individuals may have family, social and economic disadvantages, mental handicap problems, physical defects, problems related to sexual status, depression, low self-esteem, ethnic group, and specific religion.

The consequences of boys and girls abused by a school coexistence where the aforementioned phenomena prevail implies for the affected behavioral situations related to maladaptation, false courage, persistent fear, school absence, low academic performance, obvious aspects in personal presentation, such as coming home with torn clothes, broken school materials, nutritional decompensation because their food or money to buy it can be stolen, can manifest withdrawal, stuttering, explosions of violence, psychosomatic disorders, such as stomach aches, affective problems, such as crying for no apparent reason, sleep problems, enuresis, hiding the truth, coming home with physical trauma, which are not justified in a convincing way (Oliveira, 2015).

School bullying appears in the school dynamics as a particular phenomenon in which an individual is accused, assaulted, intimidated, and victimized by a group of individuals in an unjustified manner, who turn him/her into a scapegoat, depository of harassment, which keeps him/her in a position of social exclusion. The victimizer generates a gregarious structure of companions who participate in the bullying with differences in degree. The objective of mobbing is to maintain the dominance-submission structure, which in turn is accompanied by the vulnerability of the victims, the absence of a parental commitment for its dissolution, of a precarious recognition and compliance with the norm, and a disregard for the teaching authority (Camodeca, Caravita, & Coppola, 2015).

Its evolutionary dynamics is manifested as a type of verbal, physical, and psychological violence with complex and evolutionary multifactorial etiology that precedes reiterative behaviors of harassment, intimidation, ridicule, aggression, and rejection towards an individual who does not deploy mechanisms of self-defense and self-affirmation, (Hymel, 2014) The deterioration of mental health constitutes a consequence of this process as it is frequent in the educational scenario where the aforementioned problematic prevails.

The response to this problem requires an interdisciplinary intervention that integrates the psycho-pedagogical, psychological, prophylactic, and resolute aspects since the family, teachers, students, and the counselor need to work as a team in its conduction. It is necessary to analyze the origins related to the social construction of the primary reality that is configured in the parental nucleus, which may be tinged by prejudices and anti-values, which are symbolically represented in the theory of mind of children and adolescents, forming the discourse of aggression that will be reproduced internationally in the educational environment, to trigger aggressive behaviors that deteriorate the school climate, isolating those affected in a systematic and repetitive manner since its objective is the suffering, sadness, isolation, contempt, and submission of the victim. (Diaz, 2015).

### ***Resilience and Social Adaptation***

Resilience comes as a capacity that individuals and human groups can express in the face of adversity to remain resistant and adapted in the face of drastic situations; therefore, it allows them to maintain their mental health to tolerate stressful situations, emerging strengthened from them (Gómez & Rivas, 2017).

Resilience can be trained, as individuals have the ability to modify their mental habits in the face of critical circumstances, integrating positive attitudes towards risks,

strengthening their confidence, personal security, and values with cognitive flexibility, firmly supported by their personal beliefs and capabilities.

At the family level, resilience leads to maintaining affective relationships characterized by secure attachments and mutual support, which allows inferring that healthy family relationships are characterized by integral and positive affective tonalities that produce psychological well-being and the harmonious perception of the family nucleus characterized by constant and affectionate parents who represent a healthy support for their children, a process that will generate the deployment of resilient, self-affirmed personalities. This family base leads to the adaptive overcoming of risks, conformed in such nucleus a functional unit due to the management of essential transactions that allow families to withstand and overcome psychosocial burdens, (Jaramillo & Moreno, 2017).

Families lay the foundations of an interactional process for the representation of the affective bond loaded with symbols, meanings, and signifiers that constitute the socio-cognitive basis of social relations of adaptation and affectivity in later ages. Family resilience leads to positive social adaptation characterized by rational processes, trust, security, absence of fear, hope, and affectivity.

Resilient families maintain socio-affective integration, emotional self-control, and emotional differentiation; they lay the axiological foundations for honesty, truthfulness, respect, and gender identity. The development of resilience in the family lays the foundations for positive self-control of emotions, the development of skills for social cohesion, coexistence with peers, through prosocial behaviors that express respect for others, personal self-image, and the deployment of one's own convictions.

However, families that present problems of cohesion and affective bonds are characterized by great imbalances that hinder the development of resilience and with it the exposure to the difficulties of social adaptation. The representation of the world of students characterized by conflictualized homes configures a form of social interaction, within which the behavioral patterns that were considered legitimate are transferred. Problems of social adaptation to the educational norm, the acceptance of differences, and problems of coexistence may arise since the representation of the world is transferred to the school order.

In the case of the school investigated, the victimizing students presented a history of follow-up for non-compliance and alteration of the educational norm, there were behaviors of intolerance, aggression, mistreatment, rejection, and reiterative harassment. The families of the perpetrator students present educational inconsistencies that prevent the coherent representation of principles and values. The children show an inability to live in peace with their peers, there is social rejection, denial of the person of those affected. The school and teachers, with the support of psycho-pedagogical intervention, focused their efforts to alleviate the problem of school mobbing.

Resilience in the family context potentiates human strengths for the overcoming of defects, as people can surface their potentialities as human beings who can positively face social changes by remaining resilient and emerging strengthened from them (Terazona & González, 2018).

## **Hypothesis**

Taking into account the quasi-experimental methodology of the research, the following hypotheses are put forward:

***Null Hypothesis***

There are no differences in the scores obtained in the collection of the CIE-A social bullying scale, before and after the application of a program on social acceptance and resilience in students of a school in Barranquilla, Atlántico-Colombia.

***Alternative Hypothesis***

There is a difference between the scores obtained in the social intimidation scale before and after the application of a resilience program in students of a school in Barranquilla, Atlántico-Colombia.

**Objectives**

The general objective of the research is to study the effects of a social acceptance program based on the foundations of resilience on the social intimidation-social acceptance relationship in a group of students. This in order to determine the effects at the level of reduction of bullying, harassment, and social rejection, which would indicate an increase in the social relationship among peers. Likewise, the following specific objectives were set as specific objectives:

Objective 1: Identify the characteristics of social bullying that hinder social acceptance among peers in students of a school in Barranquilla, Atlántico, Colombia.

Objective 2: Compare the effects of the program on social acceptance and resilience on social bullying behavior in students of a school in Barranquilla, Atlántico, Colombia.

Objective 3: Analyze the effects of the program on social acceptance behavior in the experimental group.

**Methodology**

A quasi-experimental longitudinal design was applied in the research with observation before (oa, pretest) and observation after (od posttest) the application of the psycho-pedagogical intervention program based on the theory of resilience and social constructionism, as a methodological reference for the development of the workshops. The impact of the program was determined based on the measurement of the effects in terms of greater acceptance and cohesion with peers, reduction of aggressive behavior and expression of inclusive prosocial behaviors, reduction of fear, and of perceiving oneself as socially excluded.

***Participants***

For reasons of the academic calendar, the sample consisted of 26 students, 13 belonging to the experimental group and 132 belonging to the control group. This purposive sample was defined with the support of the school counselor since students

without academic and social problems were selected before students with social and academic problems.

This participating sample of 26 students belonging to the control and experimental group is typical. It is composed of students with low self-esteem, social rejection, weak axiological support, behavior aimed at exclusion and aggression. This school belongs to calendar a, which starts classes in February and ends in November with intermediate vacations in June and July.

Purposive sampling is defined as a deliberate effort by the researcher to obtain representative samples, which share supposedly typical characteristics. (Cuesta & Herrera, 2015). In the case of the present research the purposive sample is constituted by 8th grade students with the long trajectory in the intervened school. The sample is distributed by gender as follows:

***Control Group***

Girls. 8

Boys. 5

***Experimental Group***

Girls. 9

Boys. 4

The characteristics described not only obey the reports of the school counselor but are also corroborated by the dimensions of the CIE-Abbreviated. The experimental and control group subjects are part of the 8th grade of the District Educational Institution located in the Modelo neighborhood of the city of Barranquilla, and their ages range between 12 and 17 years old. The research was carried out with the informed consent of the school principal and the parents of the participating subjects.

The distribution of students by experimental group (13) and control group (13) was made based on the report of coexistence 8°A and 8°B provided by the directors in which they define that grade 8°A is characterized by better interpersonal relationships, with fewer manifestations of intrapersonal aggression. While group B is characterized by greater manifestations of aggression towards specific individuals within the group, this means that not all individuals are excluded, only some experience intimidation, rejection, and harassment, which indicates that they are victims of Mobbing.

***Instruments***

The CIE-Abbreviated scale of mediation of bullying and social rejection validated for the Colombian context and the psychopedagogical intervention program based on resilience are used in this research to test its effects.

The ICD-A was designed by Cuevas, Hoyos & Ortiz (009). These researches designed the ICD-A questionnaire, which was submitted to a validation process by nine expert judges in children's clinics according to Bejarano, Diaz, Valencia & Cuevas (2008). This led to a first level of validation. This process allowed its design in 2 forms CIE-A and CIE-B, which initially had 203 questions that were applied to students aged between 8 and 18 years. This questionnaire yields results in three domains: roles of social

bullying, victims, or bullies; prevalence; forms of bullying and effects on victims and bullies.

The construction and validation of the instrument went through several stages, i.e. instrument solution, evaluation of the psychometric properties of the ICD-A for the elaboration of a reduced questionnaire. An exploratory factor analysis was carried out with a field study to determine the internal consistency of the scale. (Moratto, Cárdenas & Berbesí, 2012).

A total of 512 students between 11 and 8 years of age participated in the validation of the questionnaire. This exercise yielded the following structure for the first component with 64 items, a Cronbach's alpha of 0.958 was obtained; for the second component about anxiety symptomatology, a Cronbach's alpha of 0.875 was reached; and for the third component about aggressors, 64 items, a Cronbach's alpha of 0.964 was obtained. For the validation of the abbreviated version applied in the present research, the application was carried out in 788 students, resulting in a Cronbach's alpha of 0.87 for the bullying victimization category 0.95; for the second anxiety symptomatology category 0.817; for the third category bullying by correspondents, a Cronbach's alpha of 0.96.

Table 2  
*ICD-Abbreviated Scale*

<b>Categories</b>	<b>Original Scale Item No.</b>	<b>Cronbach's Alpha</b>	<b>Abbreviated scale Item No.</b>	<b>Cronbach's Alpha</b>
Victimization section (for intimidation physical, verbal, social, and coercion)	4	0.95	12	0.87
Symptomatology of anxiety, depression, post-traumatic stress disorder and effects on self-esteem.	4	0.87	12	0.89

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intimidation by the	4	0.96	12	0.83
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respondents.

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#### Psychopedagogical Intervention Program Based on Resilience and Coping.

The program was designed in order to mediate in the students, victims and perpetrators, a space for critical reflection on the problems of coexistence experienced by the school. The program therefore executes a training for the management of affective tonalities, for the promotion of changes in the perspective of thinking and attitudes.

The participating students belong to stratum one, characterized by multiple psychosocial problems arising from the same home. Therefore, the process of workshops and exercises was oriented to change adverse behavioral patterns, so that the students would abandon persistent erroneous thoughts that conflict the relationship with their peers, also attending to the strengthening of self-esteem very affected in the participating group. Fundamentally, the program carries out activities that prepare the student to assume a positive self-concept, for the management of positive attention and listening, for social acceptance with their peers, making the communication of thoughts and feelings more flexible, with openness to what is different.

The program has three main phases: A Coping phase characterized by relaxation and mindfulness exercises, a phase of gradual exposure of thinking, characterized by conflict resolution, flexibilization of thinking, change of negative thoughts, reduction of the external locus of control to strengthen the internal locus of control, and acceptance of difference. In the phase of psychoeducation oriented with an educational and preventive character in order to strengthen the achievements reached by the students. It is necessary to clarify that at the beginning of the research the students of the school had not received any intervention to solve the problem.

During the intervention, the students experienced in themselves fundamental changes in the way they perceive the relationship with others, especially in the management of affective tones and in the reduction of aggressive behavior, teasing, harassment, and a gradual overcoming of the inability to live in peace. The social construction of the participating students expresses the discourse of aggression represented, experienced and reproduced from the basic family and socioeconomic environment, a process that becomes dynamic in the daily life of the school environment.

During the first phase, mindfulness exercises, relaxation, and mandalas are oriented towards the regulatory management of emotions, as a basis for dealing positively with suffering and overcoming the pain of harmful experiences. At the same time, the assertive response is increased, the negative affective tone is reduced and the participants' capacity for openness to change is strengthened.

In the second phase of the program, critical reflection on the content of thought, allows the establishment of assertiveness cores to reduce social rejection, overcome sadness, reduce fears, question the aggressive behaviors that maintain bullying and mobbing, questioning their prevalence in the interactional process of students, so that participants issue relevant and sufficient conclusions for their solution. The self-esteem of the aggressors is confronted, training in the management of effective communication,

the acceptance of difference, the development of autonomy and social understanding, for the rethinking of the interrelationship with fellow human beings. (Pacheco, 2018)

The third phase, corresponding to psychoeducation, constitutes a phase of strengthening and feedback of the learning and skills acquired in the previous phases, in such a way that assertive behaviors, integrative communication, self-reflection and acceptance of difference, tolerance, and non-aggression are emphasized. It is achieved with the reinforcement of psychoeducation the modification of misconceptions that were represented in the theory of mind, to the reduction of automatic negative emotions, without any justification in reality and to the establishment of a more reflective and coherent posture with reality (Pacheco, 2018).

The didactic intervention of the program was based on constructionism, so that the mediation of the psycho-pedagogist would lead to the deployment of new skills, abilities, and integrative behaviors. The mediation was proposed in terms of questioning, critical reflection workshops, case studies, socio-dramas, and relaxation exercises, aimed at the student's self-questioning and dynamizing the changes in the content of thought and affective tonalities for the construction of a new approach to interrelation with peers. The teachers of the institution received the guidelines to give continuity to the program in order to strengthen its effects over time for a more lasting solution to the problems of coexistence.

The following table presents the organization of the psycho-pedagogical intervention program.

Table 1

*Coping and Resilience Program Planning Matrix*

<b>Phases.</b>	<b>Number of sessions.</b>	<b>Number of Hours.</b>	<b>Number of weeks.</b>	<b>Type of intervention.</b>
Coping.	3	6	1	relaxation and mindfulness, Color therapy, Social acceptance. Problem acceptance, Social rejection, Resolution and Overcoming
			3	barriers. antagonistic.

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exposition of thought.	3	6	3	self-esteem, self-termination, assertiveness, empowerment,
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**Procedure**

For the development of the research, initially a protocol approach process is carried out in the intervened school, to explain to the rector and the faculty the scope of the research. Informed consents are signed to grant permissions for the execution of the research. With the intentional sample, a sample of 26 students is organized, 13 belonging to the control group, and 13 belonging to the experimental group. Once the sample was identified, the CIE-Abbreviated instrument was applied to the control group and the experimental group to carry out the observation before or A of the study.

After the evaluation carried out in the observation exercise before, the psycho-pedagogical intervention program is applied in the experimental group. It is executed during 16 weeks with the students, who go through the relaxation exercises, then in the process of gradual exposure of thought, the students carry out critical reflection workshops, from which they expose the conflictualization they experience carrying out a reflective process with the mediation of the researcher and the support of the teachers.

The psycho-pedagogical intervention program was implemented with a scientific approach, articulating theoretical and methodological principles, with the aim of reducing social bullying, rejection, and potential changes in the theory of mind, to provide a solution to school coexistence. The realization of coping skills is carried out with the exercise of mindfulness, the elaboration of mandalas, free drawings, and relaxation for the regulation of emotions, in the face of painful events, to significantly reduce the perception of the intimidation, flexing anger, deploying self-control, and representational change.

Self-acceptance, self-discipline, and positive discipline. The second phase of gradual exposure of thought and representational change involves critical reflection on social rejection, bad contacts, and self-questioning, analyzing the reasons for negative behavior. The third phase, referring to psychoeducation, constitutes the implementation of assertive behaviors, eliminating unjustified rejection behaviors and the reduction of negative thoughts about oneself and others. After the completion of the program, the observation is carried out afterwards, applying again the CIE-Abbreviated in experimental and control groups, in order to verify the difference in means between both groups, in order to determine the acceptance and/or rejection of the hypothesis.

The participant sample was chosen by purposive sampling since the participating students have homogeneous characteristics, which have configured and represented during several years of schooling their educational environment, and therefore exhibit typical characteristics. Purposive sampling is used in research when the researcher cannot control the values of the independent variable at will.

**Data Analysis**

The data collected by the instrument are analyzed using the EXCEL program as a tool in which a quantitative methodology is used with the application of the following techniques:

- Descriptive statistics technique: Student's t-test. To give answers to objectives one and three of the research presentation.

- Correlational analysis technique: Pearson correlation coefficient. To give an answer to objective two.

In the case of the first objective, i.e. to identify the characteristics of social bullying, this information is recorded with a CIE-Abbreviated test, whereby the scores obtained with the processing of descriptive statistics (Student's t-test), reveal the trends of the elements related to bullying, social rejection, and school mobbing. In the cases of correlational techniques (Pearson) are applied to determine the differences between the scores before and after the psycho-pedagogical intervention.

### **Results**

The results were processed with the application of the Student's t-test to analyze the significance of the impact of the psycho-pedagogical intervention program on the perception of the students, in terms of a reduction of social aggression, rejection and bullying, articulated to an increase in acceptance and inclusion among peers. The Student's t-test allowed to establish the significance between the difference of means obtained before and after the program applied in the experimental and control groups.

The results of the Student's t-test are presented in the following table:

Table 3

*Student's t-test applied to the results of the control group.*

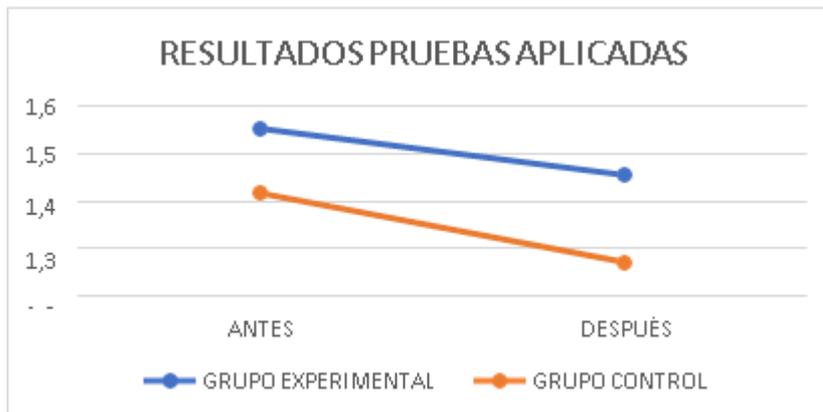
<b>CONTROL GROUP</b>	<b>BEFORE</b>	<b>AFTER</b>
Media	1.4167	1.2714
Variance	0.04372428	0.027797563
Remarks	13	13
Pearson correlation coefficient	<b>-0.296944262</b>	
Hypothetical difference of means	0	
Degrees of freedom	12	
T-statistic	1.725069894	
P(T<=t) one tail	0.055075054	
Critical value of t (one-tailed)	1.782287556	

When applying the Student's T test in the control group, the results show that the P value=0.11 is greater at the established significance level greater than 0.05. Consequently, the null hypothesis is not rejected, so it is assumed that, although there are

differences in the measures, these differences are not statistically significant between the results obtained before and after the application of the psycho-pedagogical intervention program for the control group.

As for the experimental group, made up of students who present a trajectory of negative coexistence within the school, characterized by social rejection, aggression, mockery towards peers, disqualification and social exclusion, problems that have been registered by the school counselor, their results after the psycho-pedagogical intervention show a difference in the means, in the student t-test before, and after. However, this is not considered statistically significant. Because the experimental group registers minimal differences at the level of observation before and observation after the psycho-pedagogical intervention. However, it is considered a positive effect because it complies with objective number three, which refers to the effects of the program on the behavior of social acceptance in the experimental group. In this sense, beyond the numerical effect, there are the effects on the socio-affective qualities of the students since the perception of bullying and social rejection was reduced, thus fulfilling the effect of the program.

The results presented analyze the before and after means recorded by experimental and control groups. There is a reduction in the perception of bullying, rejection, and Mobbing. A greater reduction is presented in the control group since in fact it is made up of students who do not present behaviors that affect coexistence at school, since they are not directly responsible for bullying. However, Pearson's correlation coefficient (see graph No. 1) shows that in the experimental group the higher the score in the test before, the greater the difference in the test score after applying the program with the consequence that it can be determined that the psycho-pedagogical intervention had a greater impact on the experimental group in terms of the reduction of the perception of bullying, which is inferred from the wider difference in means.



Graph 1

*Means before and after experimental and control groups*

The hypothesis is fulfilled, since the students present behavioral changes, from which intimidation, social rejection and aggression are reduced. It is necessary to note that the students of the experimental group come from a long process characterized by negative coexistence, present high levels of anxiety, and recurrent annotations to the institutionally registered norm.

The psycho-pedagogical intervention has allowed the recomposition of their affective tonalities and a rethinking of the content of the theory of mind, the problems of

the affective spectrum of the experimental group constitute a factor of resilience to change, which led to recommend a strengthening of the sessions of the psycho-pedagogical intervention process and the complementary individual intervention to enhance the integral human development of the students.

### **Discussion**

The differences between the observation before and observation after are not significant from the parameters of the test, but they are significant in terms of the changes that the students show in the responses observed in the classrooms, a reduction in the perception of social rejection of peers is evidenced. More autonomy and less intimidation are observed.

It is necessary to clarify that the control group is the group with less rejection activity since it does not present recurrent manifestations of social bullying and is characterized, according to the coexistence reports, for being a more integrated group. For their responses in the dimensions of the CIE-Abbreviated are inclined towards no, which indicates a low performance in bullying behaviors, in the presence of affective spectrum disorder and bullying by respondents. This indicates that individuals in the control group have low screening for school bullying and school Mobbing.

In relation to the experimental group, the results obtained in the test during the observation before and after, express a minimal difference that is not significant. Analyzing the responses that the experimental group evidenced in the CIE-Abbreviated, most of them are located in the yes, which is a high screening, in terms of bullying behavior, presence of affective spectrum disorder and bullying by the respondents. Students in the experimental group come from an academic and disciplinary background characterized by the prevalence of aggression, bullying and rejection. In the first dimension of the CIE-Abbreviated, which is defined as victimization by bullying variation, students in the experimental group describe in their responses that their bullying victimization condition is severe.

Regarding the symptoms of stress, depression, and effects on self-esteem, the students of the experimental group manifest in their responses, a symptomatology related to problems of the affective spectrum. It should be remembered that the victims of Mobbing usually present an affective condition that predisposes them to find themselves in victim situations, which means that not all subjects are victims of Mobbing. Only those who, due to their psycho-affective and socio-cultural disadvantages, present themselves as candidates to be victimized, in this case, the students in the experimental group.

In fact, in the item "sometimes I feel like dying" and the item "sometimes I hate myself" the students of the experimental group present positive responses. In bullying by respondents, the students of the experimental group present more positive responses, especially in the items "I do not let participate, I exclude," "I make fun of him or her" are items that represent school Mobbing, which indicates in psychological terms that this is part of the content of the theory of mind of the students of the experimental group and constitutes a legitimate form of social interaction, which has remained for a long time in the students' communicational forms.

The program was executed during 8 sessions, within which the students of the control group and the experimental group confronted the coexistence difficulties they

have experienced during years of shared schooling, which has affected coexistence and the possibility of understanding between the parties. It is necessary to clarify that the results achieved in the observation afterwards do not show statistically significant differences from the parameters of the student's t-test. Since the participating subjects did experience changes in the reduction of aggressive behavior and in the expression of affective tonalities, a process that could reveal that an intensification of the hours of the applied program would have greater effects that would be statistically revealed. The participating school had never before implemented programs aimed at reducing bullying. The research provided the first controlled experience for the reduction and resolution of the problem.

In this sense, in psycho-pedagogical terms, there were reductions in bullying behavior and social rejection. This indicates that psycho-pedagogical intervention is key in the processes aimed at triggering significant changes that enhance healthy school coexistence and the human development of students.

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