Bullying Occurrences in Public Elementary Schools

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Abstract: This study focuses on the reason why do pupils bully others and the bullying occurrences in selected public elementary school. The findings of this study will manifest the problem about bullying in school. The purpose of this research is to understand the reasons why pupils involve in this type of school bullying incidents. Based on this study, it can be concluded that majority of the respondents who involved in bullying occurrence are mostly male and came from higher grade level which is grade six and has the most number of respondents compared to grades four and five. It shows that there are various reasons of respondents bullying in terms of personality, family and peer. As shown in the study, their personal history and own feelings triggered them to bully others in school. In addition to, bullies bully others because of what they had experienced at home and what they adapt on the group or peer they belong. Majority of the students experienced bullying in the form of physical, verbal and emotional. Physical bullying can be easily recognized by the teachers since males are always involved. Verbal bullying usually happens inside the classroom and what they say can affect the emotions of others.

Keywords— Bullying, Occurrences, Physical, Verbal, Emotional

1. INTRODUCTION

Bullying has been a major threat not only in the Philippines but in the most part of the world. In 2014, the Centers for Disease Control and Department of Education defined bullying as unwanted aggressive behaviors or high likelihood of repetition. Along with that, bullying in schools is wide-ranging, with a study that about 50 percent of the Filipino students are bullied which can easily affect both the bully and the victim ("Bullying in the Philippines", October 19,2016.,para.1). The consequences of bullying should not be neglected especially to the children. According to Secretary of Education (2017), bullying in the Philippines can be in a form of peer bullying, gender discrimination, physical violence, public ridicule, sexual harassment and psychological abuse. He also stated that bullying as well as other types of violence in schools will be recognize as a major problem not only in school but in our society as well.

In line with this, the Philippine Government created the Anti-Bullying Act to help the schools for protecting and keeping the children's safety against violence and abuse. The Anti-Bullying Act of 2013 secure the students against bullying within the school grounds and its perimeters or an outside venue accredited by the school. As indicated in DepEd Memorandum No. 114 series of 2017, "the reportorial obligation of schools, division offices and regional offices pursuant to DepEd order No. 40 s. or 2012. In accordance to this, disciplinary sanctions should be imposed to the bully and will undergo a rehabilitation program that administered by the institution.

Bullying is not a new occurrence globally, it is extensively studied topic by experts but it is still widespread up to now. It is estimated that 246 million children and adolescents experience school violence and bullying (UNESCO, 2017).In 2015, there were reports that about 33% of students were being bullied at school at least once or twice a month during the school year. Based on the result, the percentage of students notifying an adult immediately after being bullied once or twice a week is higher than those who were reported bullied once or twice a year, 63% and 37% respectively. Philippines have struggled with bullying issues for years. The Department of Education has documented almost 31 daily bullying cases out of 201 days in elementary and high school of both public and private schools. On 2014, the percentage was increased by 21% compared on 2013. According to Department of Education, the National Capital Region has more bullying number of cases than other regions which has less than 10 cases. This figure was based only from reported bullying incidences. The result may vary or could be higher because as observed there are students who don't report due to fear of revenge.

Due to the above mentioned statements and facts as well as the increase numbers of bullying problems in basic education, it is certain that there is a need to study bullying occurrences in public elementary schools and come up with the solution to address bullying hitches.

1.1 Objectives of the Study

The research's general objective is to determine the bullying occurrences in public elementary schools.

Specific:

1. To define the demographic profile of the respondents in terms of age, sex and grade level.

2. To determine the reasons of respondents 'bullying.

3. To determine the bullying occurrences in selected public elementary schools.

2. METHODS

2.1 Research Design

The researcher used descriptive method of research. Descriptive research was used up to acquire information regarding the existing status of the phenomena to define "what exists" with regards to variables or circumstances in a situation. This method tends to gather quantifiable information and data through given instruments that should be interpreted to statistical data. It determined the present facts along with facts that were not yet explored about the phenomenon. Survey method research is one of the types of descriptive research wherein the respondents answer questions through the use of survey questionnaires or interviews.

The researcher used this method to evaluate the Bullying Occurrences in Public Elementary Schools in Bulakan, Bulacan. According to Quaye (2011), survey is an examination about the characteristics of a given population by means of collecting data from a sample of the population. It tends to be a quantitative and its objective is to gather data from a sample population such that the outcomes are representative of the population within a certain degree of error.

2.2 Data Gathering Procedures

This research used survey questionnaire in collecting data. The researcher construct a questionnaire and asked the permission of the registered guidance counselors for validation. After validation, the researcher enclosed a letter addressing to the principals in each elementary school asking permission to conduct survey. Upon approval, researchers informed the teachers in grades IV, V and VI before distributing questionnaires to the respondents. The teachers assisted the researcher in selecting the respondents to answer the questionnaire. Questionnaire is being translated in Filipino language for better understanding to get the accurate answers. The confidentiality of the respondent's survey sheets are guaranteed by the researcher. This research respected the privacy, dignity, and rights of the pupil-respondents. The researchers did not pose any risk or harm to the pupil-respondents and, they assure them that the data collected in this study are treated with the utmost anonymity and confidentiality.

3. RESULTS AND DISCUSSUIONS

The following shows the results and discussion of the study.

Table 1
Frequency and Distribution of Respondents' in terms of Age

Age	Frequency	Percentage
12 and above	42	40.00
10-11	30	28.57
9 and below	33	31.43
Total	105	100.00

As shown in the table above, the percentage of the student-respondents ages ranged from 12 years and above which is 40 and a frequency of 42 was much higher among other age range. It was followed by ages 9 years old and below with a frequency of 33 or 31. 43% while grade V age is from 10-11 years old and has the lowest number of respondents with the frequency of 30 or 28.57%

Table 2
Frequency and Distribution of Respondents' in terms of Sex

Sex	Frequency	Percentage
Male	73	69.52
Female	32	30.48
Total	105	100.00

The table shows the frequency and distribution of the respondents in terms of sex. It is indicated that there are 73 or 69.52% male respondents while 52 or 30.48% are female respondents.

The above data showed that dominated sex among respondents are male and not so many are females. In each school, teachers selected most of the males as the respondents based on their record that most of the time, the male pupils were involved in bullying incidents.

Table 3
Frequency and Distribution of Respondent's in terms of Grade Level

Grade Level	Frequency	Percentage
Grade VI	42	40.00
Grade V	30	28.57
Grade IV	33	31.43
Total	105	100.00

Table 3 presents the frequency and distribution of the respondent's profile in terms of grade level. This table revealed that Grade VI pupils is on the top among other grade level with the frequency of 42 with the percentage of 40, comes after is the grade IV pupils with the number of 33 respondents or 31.43% while the grade V pupils has a frequency of 30 and a percentage of 28.57, compared to those of all, the grade five pupils had the lowest number of respondents. The total frequency of the pupils from grades four to six is 105 respectively.

Table 4
Reasons of Respondents Bullying in terms of Personality

A. Personality	Mean	Verbal Interpretation
1. It makes me feel stronger, smarter or better than the person I'm bullying.	3.78	To a great extent
2. I'm jealous of the other person.	3.53	To a great extent
3. It's one of the best ways to keep away others from bullying me.	3.68	To a great extent
4. Revenge.	3.64	To a great extent
5. To maintain popularity.	3.62	To a great extent
6. I am lonely.	3.5	To a great extent
7. I have no self-esteem.	3.37	To a moderate extent
8. I have a big ego.	3.63	To a great extent
9. I want to be the center of attraction.	3.85	To a great extent
10. I'm different from others.	3.7	To a great extent
11. They have not learned compassion, kindness and respect.	3.59	To a great extent
Overall Mean	3.63	To a great extent

Table 4 presents the reasons of respondents bullying in terms of personality. As shown in the table above, it revealed that "I want to be the center of attraction" is the major reason why pupils bully. The computed weighted mean is 3.85 and verbally interpreted as to a great extent followed by "It makes me feel stronger", smarter or better than the person I'm bullying" with the weighted mean of 3.78 and has small difference with respect to their weighted mean. Comes on third is "I'm different from others". It has a frequency of 3.70 and its verbal interpretation is also to a great extent. In the same way, the statement, "I have no self-esteem", has the fewest number of responses with the weighted mean of 3.37 and interpreted by the respondents as to a moderate extent as shown on its verbal interpretation. In general, the computed weighted mean is 3.63 and verbally interpreted as to a great extent. The data has been illustrated that the 10 out of 11 statements, has a verbal interpretation of "to great extent" on the reasons of respondents bullying in terms of personality.

Table 5
Reasons of Respondents Bullying in terms of Family

B. Family	Mean	Verbal Interpretation
1. Lack of attention from a parent at home.	4.00	To a great extent
2. Broken family.	3.96	To a great extent
3. Parents under the regular influence of drugs/alcohol.	3.47	To a great extent
4. Bullied by siblings.	3.70	To a great extent
5. Learned at home.	3.54	To a great extent
6. I'm bullied at home.	3.72	To a great extent
7. Watching a lot of violent films.	3.61	To a great extent
Overall Mean	3.71	To a great extent

This table illustrates that family is one of the reasons in respondents' bullying. The research indicated that all the reasons in terms of family were interpreted by the respondents as to a great extent. Lack of attention from a family is the main reason of the respondents why pupils bully and place on the top with the weighted mean of 4.00 and verbally interpreted as to a great extent. Come after is the statement broken family with the weighted mean of 3.96 while the statement parents under the regular influence of drugs/alcohol is on the last place and figure out as 3.47 on its weighted mean. The overall mean is 3. 71 and the verbal interpretation is to a great extent. The study implies that family situations is one of the reasons of respondents' bullying.

Table 6
Reasons of Respondents Bullying in terms of Peers

C. Peers	Mean	Verbal Interpretation
1. Too much authority	3.51	To a great extent
2. I see others doing it.	4.11	To a great extent
3. Peer influenced.	3.86	To a great extent
4. Socially rejected	3.38	To a great extent
5. Instigate by their peer to do bad things.	3.61	To a great extent
6. Peer pressure	3.47	To a great extent
7. Needs acceptance by their peer or group.	3.50	To a great extent
Overall Mean	3.58	To a great extent

The table above describes the statements on whether peer as the reasons of respondents bullying. It shows that all of the reasons of respondents measured as to a great extent as its verbal interpretation on the given statements. In addition, it figured out that the statement "I see others doing it" chose by the majority of the respondents as the uppermost reasons with the highest weighted mean of 4.11 and to a great extent on its verbal interpretation, therefore this study implies that pupils bully others because of what they observed on their environment. The statement socially rejected is the least among the seven reasons and has a weighted mean of 3.38 and figured out as to great extent. In general, the overall mean is 3.58. This study manifested that peer is one the reasons why pupils bully others in school.

In Albert Bandura's observational theory, it implies that behavior can be imitate through observation. When someone is apparently exposed to violence, they can easily get easily into it (Swanson, 2015).

Table 7
Respondents' Physical Bullying Occurrence

A. Physical	Mean	Verbal Interpretation
1. I'm pushing away my classmate.	4.14	Often
2. I punched my schoolmate.	3.73	Often
3. I spit on my classmate's face.	3.49	Often
4. I kick others.	3.82	Often
5. I put bubble gum on my classmate's hair.	3.41	Often
\6. I poke my classmate using my pencil.	3.70	Often
7. I pinch my classmate's ears.	3.79	Often
8. I throw any objects to my classmate.	3.88	Often
9. I bump others on the pathway.	3.60	Sometimes
10. I pull my classmate's hair.	3.40	Sometimes
Overall Mean	3.72	Often

The table shows the bullying occurrence in school in terms of physical. In this regard, the respondents have revealed that often and sometimes to the given statements. With the computed mean of 4.14, "I'm pushing my classmates away" is on the top. On the other hand, 2 out of 10 was verbally interpreted as sometimes such as "I bump others on the pathway" and "I pull my classmates hair". In general, study showed that physical bullying occurs in school with the overall mean of 3.72 and interpreted as often.

Table 8
Respondents' Verbal Bullying Occurrence

B. Verbal	Mean	Verbal Interpretation
1. I tease other pupils to make them angry.	3.70	Often
2. I lie and spread rumors against my classmates.	3.43	Often
3. I call other pupils bad names.	3.72	Sometimes
4. I insult other pupils.	3.30	Often
5. I say mean things about my classmates to make other kids laugh.	3.72	Often
6. I tell other pupils I will hit or hurt them.	3.89	Often
7. Playing nasty jokes to embarrass and humiliate.	3.82	Often
8. I'm yelling my classmate.	3.63	Often
9. I mock other pupils	3.53	Often
10. I threatened my classmate to make them cry.	3.68	Often
Overall Mean	3.64	Often

On this table, the data revealed that bullying often occur in school in terms of verbal interpretation. The statement, "I tell other pupils I will hit or hurt them" is the topping among the statements with the highest weighted mean of 3.89 and interpreted by majority of the respondents as often. In addition, the statement, playing nasty jokes to embarrass and humiliate comes after with weighted mean of 3.82 and verbally interpreted as often. As compared on the statement I tell other pupils I will hit or hurt and playing nasty jokes to embarrass and humiliate, it is evident that these of two verbal bullying occurrences often occurs in school with respect to their weighted mean which is approximately the same. Furthermore, the result also indicated that out of 10 statements, 9 have implied that bullying often occur in school likewise the statement I call other pupils bad names which interpreted as sometimes figured out that this verbal occurrence frequently happened in school. In general the overall mean is 3.64 and verbally interpreted as often.

Moreover, the study of Laus (2015) exposed that verbal bullying exists in school. With classmates who play as the perpetrators; the most common forms of bullying is the direct verbal abuse; both male and female involved in bullying and peer victimization. The results stressed the needs to implement a program about the awareness and on how to prevent the bullying in the school and the long-term impact to the students is highly recommended.

Table 9
Respondents' Emotional Bullying Occurrence
The table above provides the statement of

C. Emotional	Mean	Verbal Interpretation
1. Lying and spreading rumors.	3.53	Often
2. Negative facial or physical gestures.	3.96	Often
3. Menacing or contemptuous looks.	3.56	Often
4. Mimicking unkindly.	3.69	Often
5. Encouraging others to socially exclude someone.	3.56	Often
6. Humiliating an individual because of the language they speak.	3.77	Often
7. Unreasonably ordering others like a servant.	3.6	Often
7. Unreasonably ordering others like a servant.	3.6	Often
8. I got angry very easily with someone.	3.93	Often
9. I ignore other pupils.	3.45	Often
10. Blaming of the victim.	3.75	Often
Overall Mean	3.68	Often

respondents regarding the bullying occurrence in terms of emotional. In this regard, the respondents from pupils of elementary schools have revealed the interpretation as often to all the given statements. Majority of them respond that the negative facial or physical gestures often done by the pupils and has the largest weighted mean of 3.96 and verbally interpreted as often. Therefore, this study point out that the negative facial or physical gestures is the pupils usually do when bullying others. On the contrary, the statement I ignore other pupils, indicated the lowest mean of 3.45. On the basis of all statistical information reflected in this table, it is evident that there is an occurrence of emotional bullying in school.

3.1 CONCLUSIONS

Based on this study, it can be concluded that, majority of the respondents who involved in bullying occurrences are mostly male and came from higher grade level which is grade six and has the most number of respondents compared to grades four and five.
Generally, there are various reasons of respondents bullying in terms of personality, family and peer. As shown in the study, their personal history and own feelings triggered them to bully others in school. In addition to, bullies bully others

because of what they had experienced at home and what they adapt on the group or peer they belong. The study shows that majority of the students experienced bullying in the form of physical, verbal and emotional. Physical bullying can be easily recognized by the teachers since males are always involved. Verbal bullying usually happens inside the classroom and what they say can affect the emotions of other pupils.

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