

# The Lived Experiences Of The Victims Of Bullying Among Elementary Learners In Dangcagan District

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**Abstract:** A continuous phenomenon called bullying has spread all over the world, not only in the Philippines. In a short span of time it already became the main problem not only in school but also in the workplace. This thesis demonstrates and analyzes the phenomenon called bullying. This study aimed to know the lived experiences of the victims and the bullies and find out the reason why the victims are being bullied and what are the reasons why individuals become bullies. This study uses Interpretative Phenomenological Analysis, Textual, and Contextual Analysis to get the answer to the stated problems. This study presents the reasons for this phenomenon. In conclusion, this study exposed that there are common themes between the victims and bullies. These themes are, Theme 1. The Themes that Emerged from the Shared Experiences of the Victims. They are being bullied because of their physical appearance, they all experience verbal bullying, and the victims let the bullies bully them.; Theme 2. The Themes that Emerged from the Shared Experiences of the Bullies. They unintentionally hurt someone The bullies realized their mistakes; it is the bullies' source of happiness; and Theme 3. Common Themes Emerged from the Bully and Victim Individuals. They are all fighters, friends are the main that influenced them to become a bully and a victim, and they are not transparent about their feelings toward their parents. The findings revealed that victims had trouble in living to what they had shared. They experienced depression which caused them to think a lot when they were alone. It made them questioned themselves about why they were being bullied. They did not allow their parents to know what is happening in their life. This study also revealed that the bullies' only intention was to have fun, and they said that they did not intentionally hurt people. Some of them only wanted to express their thoughts but not being aware that they already build wounds to other people.

**Keywords—**The Lived Experiences of the Victims of Bullying among Elementary Learners in Dangcagan District

## 1. INTRODUCTION

Bullying was detrimental and has generated major problems in our society as well as produced a negative outcome. Moreover, it can change or ruin a person's life. People have experienced especially those pupils at school. They could be a victim or a bully; both have their own experiences; it might be considered as good or the worst thing that ever happen to them. According to Republic Act 10627 or the Anti-Bullying aimed to protect children enrolled in kindergarten, elementary and secondary schools and learning centers from being bullied. It stated that bullying was a severe or repeated act used by one or more students.

A typical act of physical bullying contact between bully and the victim, also called the target, are punching, name-calling, slapping, pushing, and teasing. Thus, anyone can be affected by bullying. As stated by Vithya (2017), students who experienced bullying got home with bruises, but they refused to tell what happened. They usually kept on making up stories to cover up the bully. The usual reason why they were doing that was for them to become free from the bullies, but on the other hand, it worsens the situation. The bully kept on teasing the target the way they dressed, spoke, and for not being academically smart.

Although the phenomenon of bullying in schools has always been present but it increased day after the other, and

that's why the government was paying more attention to the social life. School bullying was always related to the acts of violence, this is the reason why the Education department is doing its best in making schools free from violence, and urging students, parents, and teachers to act on fighting any act of violence, that appears in the schools. The schools should be free from any threats for the children.

A survey showed that one in every two Filipino children witnesses violence or abuse in their schools. This proved that, students in the schools witness the different types of bullying, which might be verbal such as "calling names", "being made fun of", or it might be social such as "letting the child out of activities by others", or "making the student do things he /she did not want to make it in the first place".

The Department of Education in the Philippines reported more than 1,700 cases of child abuse or bullying in schools for the years of 2013 and 2014, However, the DepEd lately said that this number was decreasing, and that comes after they issued an order in 2012 known as DepEd Child Protection Policy which states the policy and guidelines for the child protection in schools against abuse, exploitation, violence, discrimination, bullying and other different forms that might be a threat for the child. The 2012 DepEd Child Protection Policy, not only takes care of the violence targeted towards the children, but it also looks at the side of the family, and this refers to school administrators, teachers, academic,

and non-academic staff, to take care of the children, and deal with those who already suffered any kind of bullying.

Bullying was not about anger or opposing action of incompatibles, but it was all about the lack of respect to a person, a powerful feeling of disrespect or dislike, and was considered to be worthless. However, bullying occurred when a person lacks respect and love for another person. The bullies come in all shapes and sizes, whether they are big or small, tall or short, others are attractive. Some are not, some are popular and disliked by everybody (Coloroso, 2015). Usually, the victim of bullying showed a lack of social skills, think of negative thoughts, or doesn't have proper mindset, came from negative family, physically weak (American Psychological Association, 2010). One's dignity may be assaulted, vandalized, and cruelty mocked, but it can never be taken away unless it is surrendered (Michael J. Fox). An individual would rather be a little nobody than to be evil to somebody. This template, modified in MS Word 2007 and saved as a "Word 97-2003 Document" for the PC, provides authors with most of the formatting specifications needed for preparing electronic versions of their papers. All standard paper components have been specified for three reasons: (1) ease of use when formatting individual papers, (2) automatic compliance to electronic requirements that facilitate the concurrent or later production of electronic products, and (3) conformity of style throughout a conference proceedings. Margins, column widths, line spacing, and type styles are built-in; examples of the type styles are provided throughout this document and are identified in italic type, within parentheses, following the example. Some components, such as multi-leveled equations, graphics, and tables are not prescribed, although the various table text styles are provided. The formatter will need to create these components, incorporating the applicable criteria that follow.

## 2. FRAMEWORK OF THE STUDY

This study was anchored on the study of Fuller (2004) in the context of rankism, that bullying ranges from simple one-on-one bullying, to more complex bullying, which the bully may have one or more 'lieutenants', who may seem to be willing to assist the primary bully in his or her bullying activities. Bullying in school and in the workplace is also referred to as peer abuse.

According to Wilhelm (2016), when an individual grows up, teasing became part of our life, and words can cause pain. Teasing became bullying when it was repetitive and intent to do hurt another person. Bullying can be verbal, psychological, and physical. Victims of bullying tend to be physically and emotionally weak. They tend to be shy and have a lower self-esteem and poor social skills that made them hard to stand on their own. Bullies consider these children safe targets because they usually do not communicate with others.

Unfortunately, teasing was often part of growing up, almost every child experiences it, but it was not always as harmful as it seems. Words caused pain. Teasing became

bullying when it was repetitive or when there is a conscious intent to hurt another child, said Merle Froschl, Co-Director of Educational Equity Concepts, a non-profit organization that addresses issues of teasing and bullying. Bullying includes a range of behaviors, all of which result in an imbalance of power among children. It can be: Verbal: making threats, name-calling; Psychological: excluding children, spreading rumors; Physical: hitting, pushing, taking a child's possessions

Research has identified that bullying causes severe psychological, emotional, and social problems among many of its victims (Blair, 2003; Juvonen & Gross, 2008; Patchin & Hinduja, 2006). Researchers have offered varied theories as to the cause of these problems (Anderson & Sturm, 2007; Bandura, 1989; Bandura 1990; Diamanduros, Downs, & Jenkins, 2008). Two of these theories have provided the theoretical framework of this study, social cognitive theory, and general strain theory.

### Social Cognitive Theory - Triadic Reciprocal Determinism

The social cognitive theory was a human psychosocial behavior theory established by psychologist Albert Bandura that explains psychosocial functioning in terms of triadic reciprocal determinism. The social cognitive model was different than other models of human psychosocial behavior because of the central theme of triadic reciprocal determinism (Motl, 2007). Whereas other models of the psychosocial theory have explained human behavior as being affected by only one determining factor, social cognitive theory posits a combination of sources of influence that affect human psychosocial behavior (Bandura, 1990; Wood & Bandura, 1989).

According to Bandura (1989), human behavior has often been thought to be the result of a single source of influence or determinant. For example, the behavior was often thought to be the result of the environment or some personal elements such as personal beliefs, self-perceptions, and expectations (Anderson & Sturm, 2007; Diamanduros, Downs, & Jenkins, 2008). However, Bandura disagrees with the concept of behavior being influenced solely by one source of influence. Instead, he argues that behavior was the result of a bidirectional interaction of environment, person, and behavior upon one another, forming a triadic among sources of influence, each reciprocally affecting the other. He further argued that the interaction between these sources of influence are of unequal strength and do not occur simultaneously (Bandura, 1989). From this bidirectional interaction, Wood and Bandura (1989) conclude that people are both products and producers of their environment.

Motl (2007) helped in defining the sources of influence by adding to Bandura's theory the idea that environmental variables that influence behavior include elements of one's physical and social surroundings. Personal variables that influence behavior include cognitive processes such as self-efficacy, outcome expectancies, enjoyment, self-

regulation strategies, and that environmental variables include such things as social support.

A significant element of social cognitive theory in terms of victimization was the self-efficacy component. Self-efficacy was the belief that a person can successfully undertake a behavior or action required to produce a given outcome (Bandura, 1997). Self-efficacy was thought to play a significant role in the activities people chose to take part in, the amount of effort they put into such activities, and the degree of persistence they exhibit when confronted with failure or adversity (Bandura, 1997). For example, people with a high sense of self-efficacy create positive and successful situations which bi-directionally strengthens their sense of self-efficacy, whereas people with a lesser sense of self-efficacy, when faced with threats and other difficulties, reduce their efforts to find a positive and successful solution, or abort their efforts early settling on mediocre solutions to the problem, thereby weakening self-efficacy (Bandura, 1989).

Bandura (1989) also suggested that people's beliefs in their capabilities deal with threatening or taxing situations affect how much stress and depression they experience in these types of situations. Those that believe they can control potential threats do not create within their mind apprehensive thoughts and, therefore, are not upset by such situations. However, those who believed they cannot effectively deal with potential threats experience high levels of stress and anxiety (Bandura, 1989). Furthermore, people with a low level of self-efficacy often experience an inability to fulfill the desired goals that influence one's self-worth, and the inability to bring satisfaction to one's life which will lead to incidences of depression (Cutrona & Troutman, 1986; Holahan & Holahan, 1987a, 1987b; Kafner & Zeiss, 1983). As such, social cognitive theory and its component element of self-efficacy provide a sound framework for the study of victimization from bullying. Moreover, it also served as a guide that informed this study's research questions.

Contemporary research as to the effects of bullying indicates that victims of this phenomenon often experience symptoms such as depression, anxiety, loneliness, social exclusion, poor academic performance, and some experience suicidal thoughts (Campbell, 2005; DeHue, Bolman, & Vollink, 2008; Juvonen & Gross, 2008; Kowalski & Limber, 2007). Scientific research has found that these types of symptoms are determined by the level of self-efficacy a person has (Bandura, 1997).

The application of social cognitive theory to bully victimization would suggest that the mechanism that helps determine adolescent and adult response to bullying activity was the level of self-efficacy present in the person. Adolescents and adults that maintain a high sense of self-efficacy believed that they could exercise control over such threats and correspondingly are not perturbed by them. In contrast, those that maintain a low sense of self-efficacy cannot effectively cope with the hurtful activities of bullying. Victims with a low sense of self-efficacy believed that they could not

manage the potential threats associated with victimization, and they experience high levels of stress, anxiety, and depression (Bandura, 1989). Furthermore, adolescent victims with a low sense of self-efficacy "tend to dwell on their coping deficiencies and view many aspects of their environment as fraught with danger" (Bandura, 1989, p.1177). Through such thoughts they further distress themselves, and in turn also impair their level of functioning (Lazarus & Folkman, 1984). Evidence of such impairment can be identified in the form of poor academic performance, social isolation as a result of viewing their environment as hazardous to their wellbeing.

#### General Strain Theory

The second theory on which this theoretical framework was based is the general strain theory. Through an examination of each participant's experiences, this study sought to identify whether the strain of bullying activities led victims to become bullies themselves.

Introduced into the pool of psychological theory in 1938 by Robert Merton, the original strain theory proposed only one source of strain: the failure to achieve the desired goal. Merton's original theory focused on the monetary gain as a source of strain. He further theorized that there exists a discrepancy between valued goals and the legitimate means to achieve those goals and that the legitimate means to achieve such goals creates strain. As a means to alleviate such strain, Merton theorized that people, in turn, adapt in a variety of ways to achieve desired goals by circumventing legitimate ways to achieve them (Akins, Smith, & Mosher, 2010). Traditional strain theories, such as Merton's, claim that some people are drawn to crime when they are prevented from achieving cultural goals such as monetary success through legitimate channels.

Froggio (2007) illustrates the traditional strain theory by utilizing an example that in American society and culture, everyone is encouraged to pursue monetary success. However, not all individuals in the United States are able to pursue such goals. People in the lower socioeconomic class of American society usually are prevented from achieving such goals through legitimate channels due to the burdens and responsibilities of large families and a lack of education to name a few. Consequently, being prevented from legitimately achieving societal goals causes such people to achieve societal goals using illegal means.

Scholarly and empirical research on the general strain theory in recent times has had the effect of refocusing the sources for strain. Agnew (1992), considers alternative sources of strain such as: the failure to achieve positively valued goals (which incorporates Merton's measure of monetary strain), the removal of positively valued stimuli (e.g. the loss of a spouse or family member through death or divorce), and the confrontation of negative stimuli (e.g. repeated academic failure or the onset of emotional problems). According to the theory, negative emotions arise and become a source of strain

between people (Agnew, 1992, p. 57; Akins, Smith, & Mosher, 2010, p. 324; Patchin & Hinduja, 2007).

As a result of different sources of strain, the individual's response is different and guided by their focused attempt to prevent a loss, retrieve what was lost, or in the case of bullying/cyberbullying, seek revenge on those who have removed the positive stimuli (Agnew, 1992; Froggio, 2007). Agnew (2000) further argues that strain makes people feel angry, frustrated, depressed, anxious, and essentially creates pressure for corrective action on the part of the victim. In response to this pressure, victims react by wanting to take corrective action as a means to alleviate the bad feelings. Consequently, for some victims, bullying is one corrective action that adolescents might take to mitigate the bad feelings (Patchin & Hinduja, 2010).

Research on bullying indicates that such activity generates negatively valued stimuli in victims, causing them strain that correspondingly leads to negative emotions within the victim (Hay, Meldrum, & Mann, 2010; Patchin & Hinduja, 2007). In an almost self-preserved manner, victim responses are aimed at confronting the negative stimuli by attempting to alleviate the strain, in some instances this is accomplished in an anti-normative manner such as bullying others (Patchin & Hinduja, 2007).

Hay, Meldrum, and Mann (2010) argued that empirical testing of the general strain theory has found that research using this theoretical framework often finds individual reaction to strain manifested in acts and crimes committed against other people or their property. This is particularly true in regard to bullying experiences in adolescents. According to Agnew (1992), negative adolescent relationships often lead to strong emotions such as anger and revenge. In terms of bullying, the anger and revenge of continuous bullying leads some victims to alleviate the strain by entering into socially unacceptable behavior, or to sought revenge against the bully whether as a way to mitigate strain or as a manner for revenge, strain led some adolescents to in turn bully others (Patchin & Hinduja, 2007). Franek (2005), too, argued that students who have been bullied online are more likely to turn into bullies themselves.

Bullying, and its predecessor bullying, are not limited to just the educational domains. They are also prevalent in the professional work environment. Older adolescents and young adults are often victims of bullying in the workplace (Privitera & Campbell, 2009). Privitera and Campbell (2009) argue that workplace bullying of all types is defined similarly to bullying in the academic domain. In addition, they argued, that an imbalance of power exists between the victim, and the bully/cyberbully, and that the negative psychological impact of such abuse among workers, is similar to that of students.

Moreover, they argue that the imbalance of power significantly impairs the victimized worker's ability to cope with the negative acts of bullying because they may perceive themselves to be in a position to protect themselves

ineffectively or unable to remove themselves from the negative situation (Hinduja & Patchin, 2005; Privitera & Campbell, 2009). Consequently, stress and strain develop and in some instances, victims lash out in retaliation against the perpetrators causing stress.

Baillien, Neyens, De Witte, and De Cuyper (2009) suggested that workplace bullying, including acts of bullying, impact victims mainly in a psychological manner. They further suggest that some victims experience difficulties as a result of bullying. For example, some may be unable to defend themselves in this environment, while others can to cope with the abuse. Baillien et al., (2009) also argue that workplace antecedents such as tension and frustration among employees as a result of abusive circumstances in the workplace may set the stage for workplace bullying.

In addition, they argue that increased stress and strain within some adolescents and young adults may cause bullying and bullying through a process individuals use to vent off negative emotions on others. The premise offered by these researchers indicates that these antecedents may influence victims of workplace bullying, and some may resort to bullying activities as a means to vent off such troubling emotions.

Lastly, Hoobler, Rosponda, Lemmon, and Rosa (2010) suggested that many workplace experiences, such as negative actions from supervisors and co-workers, can lead to workplace-related stress and strain. These types of acts can impact some victims in a manner that leads them to retaliate against the perpetrator. This is particularly the case when bullying activity was the result of a co-worker. In some instances, retaliation might be in the form of bullying (Hubler et al., 2010).

In summary, the social cognitive theory and the general strain theory informed this investigation of the construct of bullying in these ways. First, social cognitive theory provides this researcher with an understanding of how the environment, personal beliefs, and cognitive thought interact with each other and influence human psychosocial behavior. Secondly, the general strain theory explained how victimization from negative activities, such as bullying, can create a strain within the victim that may negatively impact their psychological and social wellbeing.

Together, these theories have provided this researcher with an understanding of how people, particularly adolescents and young adults, psychologically receive and interpret the negative strain inducing activities inflicted upon them. In addition, these theories have helped this researcher to understand how different responses to strain are determined by an individual's coping mechanism for dealing with such strain, as well as an interaction of several different interacting influences in their lives.

## 2.1 Statement of the Problem

This study aimed to understand the phenomenon of the victims of bullying through the statement of their lived experiences.

Specifically, it sought to answer the following question:

1. What are the lived experiences of the victims of bullying?

## 3. SIGNIFICANCE OF THE STUDY

Bullying in school was a global problem that can have negative consequences for the general school climate and a safe environment without fear. Bullying can also have negative lifelong consequences-both for students who bully, for their victims, and to the persons who have witnessed bullying situations. Thus, the findings which revealed might benefit certain groups, and the benefits they might be able to gain are as follows:

**Elementary Pupils.** This group might use this study as an example to bear in mind they were luckier than those who were bullied even life is struggling because of economic problems/status they are still sent in school by their parents to learn. Thus it would challenge them and enabling them to perform well in the class, study harder to upgrade their knowledge and intelligence so that the difficulties experienced by their parents in sending them to school to attain their goals will not be in vain.

**Classroom Teachers.** This would help the teachers understand the different kinds of bullying and its impact, that have occurred in his/her classroom. It would also help them to combat bullying behaviors, and help decrease violence levels in their school.

**Parents.** The parents would be able to know that they should have a sense of dedication and devotion to duty as parents in implementation of some strategies and discipline for the development of their children. However, they experienced being bullied or those who committed bullying to bring them in a state that they could be proud to be the parents even of those who overcome the effects of being bullied.

**Community organizations.** It would be imperative for them to know the characteristics of a child and a youth in the community. It would enable them to adopt precautionary measures or remedies to forestall the unfavorable behavior.

**Future Researchers.** The findings of this study served as a good source of accurate and useful information for them.

## 3.1 DEFINITION OF TERMS

For better understanding of this study, the following terms are defined technically and operationally.

**Bullying.** Bullying is an intentional, repetitive, aggressive behavior that bolsters power to one person, thereby

creating an imbalance of power in a relationship (Olweus, 1988).

**Bully Victims.** Bully Victims are young adults who have been bullied, and in turn, bully others, are referred to in this study as bully-victims (Marini, Dane, & Volk, 2010)

**Cyber Bullying.** Cyber Bullying is utilizing the Internet or other digital technologies to "intentionally harm or harass others" (Agatston et al., 2007, p560).

**Physical Bullying.** Physical Bullying involves hurting a person's body or possessions. It includes hitting, kicking, pinching, spitting, tripping/pushing, taking or breaking someone's things and making mean or rude hand gestures.

**Social Bullying.** Social Bullying is hurting someone's reputation or relationships. It includes leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, and embarrassing someone in public.

**Verbal Bullying.** Verbal Bullying is saying, or writing mean things such as teasing, name-calling, inappropriate sexual comments, taunting, and threatening to cause harm.

## 3.2 Review of Related Literature

### Bullying and Harassment at Schools

Bullying and harassment are not new issues that students and schools face. In fact, over the years, it has been viewed as being so commonplace in schools that it has been overlooked as a threat to students and reduced to a belief that bullying is a developmental stage that most youth will experience then get over (Ross, 2002, p. 107). But not everyone gets over the personal trauma that can come with bullying both for the victim and the bully. This is why it is seen happening by adults in workplaces, in homes, and in the community. Therefore, this harassment is not isolated to schools alone.

Schools are the best place to intervene actively. Teachers, administrators, counselors, and even students have the greatest access to the most students through a school system. It is here that school staff can intervene, support and educate students about ending bullying behaviors directly and indirectly, breaking the bullying-cycle.

High school was the last opportunity educators have to work with students at building citizenship, building character, and building self-responsibility. For some students, this might be the last opportunity for an intervention to change behavior and attitudes associated with bullying or victimization before they become adults in the workplace, with a family and in the community at large.

### 3.3 Summary of Current Research on Bullying

In defining what bullying is, many researchers have quoted Olweus' work, which defines bullying as occurring when a student is exposed to negative actions repeatedly and over time by one or more students (Ross, 2002, p.106). While this definition is widely accepted around the world, it leaves some researchers wanting more clarification. If the same person repeats similar negative actions, one time, to multiple people, was it bullying? If one person receives a negative reaction, one time, from someone who has done this to other students; have they been bullied? The problem with this definition was that this could become a very blurred line of intent versus perception and the power differential that was experienced by both parties in this one-time event.

As Ross pointed out (2002, p. 106), "the problem with the repeated occurrence requirement was that the waiting period heightens the negative effects on the victim, allows the bully to feel rewarded, increases fear in onlookers, and makes intervention a lengthier process." Therefore, more diligence in acknowledging negative behaviours and language in the hallways and classrooms was needed by staff and students. Perhaps by pointing out a one-time behavior, it will prevent it from becoming a bullying behavior.

Unfortunately, witnessing the negative actions was not always obvious for the staff or other students because bullying can be physical, relational or psychological. There could be direct behaviors such as "teasing and taunting, racial, ethnic, and sexual slurs or harassment, threatening, hitting, and stealing" (Harris, Petrie & Willoughby, 2002, p.4). This was what most people think of when bullying was mentioned and can be acted on immediately. But erratic behaviors such as spreading rumors, socially excluding students, and dirty looks in passing are much harder to catch or prove. At this level, bullying was both direct, and indirect and the percentages of incidents that occur are approximately the same for both males and females, however, males were slightly higher for both bullying and being bullied.

They have categorized these indirect behaviors into four categories; relational aggression, verbal bullying, and racial bullying. Relational aggression refers to behaviors such as "giving hurtful nicknames, making humiliating remarks, mocking, and making others feel alone at school...it was emotional violence that inflicts harm on others through the use of relationships" (Harris & Hathorn, 2006, p. 51). Verbal bullying was the most common form. Combine verbal bullying (action) with racial bullying / minority bullying (reason) and it was the majority of bullying taking place in secondary schools.

The locations that a negative action are taking place, vary with the ages of the students, as well as the type of bullying. For example, when bullying behaviors are direct (hitting, name-calling, stealing), they typically occur when there was low supervision, for example, during recess or to and from school. However, many indirect forms of bullying take

place inside the classroom, or in the hallways right in front of teachers, and other students.

Harris & Petrie (2002, p. 43) have summarized research by Olweus and Rigby about the difference in gender, frequency, and types of bullying that took place in school. They state: In general, more boys than girls bully others, and more girls than boys report that they were bullied, yet more boys than girls are victims of bullying. Direct physical bullying was more common among boys, while girls typically use subtler, indirect forms of harassment.

Harris & Hathorn (2006, p. 54 - 55) explain the gender difference further stating, that boys both bullied, and got bullied more frequently than girls. It tended to be more physical bullying in the younger years, but became more verbal bullying in the senior years and was usually because of their victim's physical weakness and social connections. They also indicate that "although girls were vicious with acts of social exclusion, rumours, and name-calling, girls were also more sympathetic to their victims than boys.

Consequently, there was evidence of more emotional scarring in girls who are bullied than in incidences of bullying in boys". Girls tended to bully because of their victim's looks and body type, emotional instability, and academic standing. By verbally attacking their victim's characteristics and personality, female victims internalized the bullying, lowering their self-esteem more than male victims who experienced physical bullying. Interestingly, also due to the type of bullying, female bullies (reflectively) were more sympathetic towards their victims than male bullies.

For students that are actively bullying or getting victimized, individual and/or group counseling should be provided as an intervention by the school's counselor and or support services team. However, before counselors can help create appropriate interventions, first, there must be an understanding of who the student was and what their experiences with bullying have been. They may fall into one or more categories; bully, victim, bully-victim, or bystander. Each category requires different types of information and supports to effectively change their behaviors based on their socio-educational development and experiences with bullying.

### 3.4 Conclusion

- Bullying does not need to be a reality that students faced. As more schools adopt whole school prevention programs, and actively work with students, staff, and parents in effectively addressing the issues of bullying, and harassment in each individual school, students could develop empathy with one another. Acceptance of personal differences, and knowledge of how to solve problems can resolve conflict. By intervening with students during their school years, the bully-victim cycle, that takes place in adolescence, and adulthood may decline with each graduating class. In turn, the bully-victim cycle eventually ends.

#### 4. RESEARCH DESIGN

This study used phenomenological design, a qualitative strategy of inquiry uses to explore the meaning or interpretation of a human phenomenon. This design was created to identify and describe the participant's subjective experiences of a phenomenon (Creswell, 2009; Maxwell, 2013; Moustakas, 1994; Patton, 2002). This would elaborate on the context of the conversation of the researcher and the participants of the study. This qualitative method of research explored the lived experiences of the victims of bullying and the bully as well.

##### 4.1 Research Locale

This study was conducted in the Division of Bukidnon, District of Dangcagan, particularly in four (4) elementary schools and one (1) central school.

Dangcagan is the municipality that comes after Kitaotao, Bukidnon. It is progressive in both socio-economic and political infrastructures. Dangcagan was declared a regular municipality. Municipality of Dangcagan belongs to Third-Order Administrative Division or Third Congressional District.

Dangcagan Central School and Barongcot Elementary School are located along the national highway, and other schools are located in the rural barangays.

Migcuya Elementary School was 6 kilometers away from the national highway while Miaray Elementary School was 7 kilometers from the District Office in Dangcagan Central School. Dolorosa Elementary School, the farthest among the schools conducted. It was 10 kilometers away from the District Office of Dangcagan.

The dialect used in the identified locality was Sinugbuangan Binisaya as their way to communicate with people. All the schools are accessible through any vehicle available in the area like single motor and four-wheeled drive vehicles.

##### 4.2 Respondents of the Study

The respondents of this study were the elementary pupils who were the victims of bullying in four (4) elementary schools and one (1) central school.

##### 4.3 Data Gathering Tools

The researcher developed the data gathering tools such as the prompts for semi-structured individual interviews and a focus group discussion. These tools helped the researcher to gather in-depth information on the lived experiences of elementary pupils who were victims of bullying.

A semi-structured individual interview was considered as one of the most appropriate data collection strategy for qualitative research (Kvale et al., 2010). In this study, the research questionnaire was validated by language experts. It contains two parts: Part One is on the Respondents' Profile, and Part Two was on the Question Proper like what are their

experiences as a victim of bullying? And what are the effects of bullying?

Fraenkel et al., (2009) indicated that researchers undertaking phenomenological studies usually make use of in-depth interviews as their data collection technique because it allows the researcher to obtain unique sets of data from each interviewee to obtain the essence of the experience for each respondent.

Seidman (2006) also supports in-depth interviewing as the most appropriate technique for interpretative phonological research. He offers guidelines for what he refers to as "in-depth, phenomenologically based interviewing" (p. 15), and she refers to this type of interviewing informed by assumptions drawn from phenomenology" (p.15)

The most notable feature of Seidman's in-depth, phenomenological based interviewing was its three separate interview approach with each participant of the study. Three separate interviews are required because each interview contributes to the totality of the experience and gives meaning and understanding of people's behavior (Seidman, 2006; Smith, Flowers, & Larkin, 2009). According to Seidman (2006), each of the three interviews has a specific purpose. The first interview focused around interviewer learning as much as possible of the respondent's life background, such as their family experiences, school, experiences, work experiences, and experiences with friends. The aim of this interview was to establish for the interviewer the participant's life context (Seidman, 2006).

The second interview has as its objective "to concentrate details of the participant's lived experience in the topic area of the study" (p. 18). In the second interview the researcher attempts to obtain the details of a respondent's lived experience. During this interview, the researcher was not interested in the respondent's opinion, but rather the explicit details of the experience (Seidman, 2006).

In the third interview, the researcher asked the participants to "reflect on the meaning of their experience" (p. 18). It is here that researchers focus on getting the participants to understand the meaning of their experience, looking at it from the perspective that various influences, both past, and present, have interacted and have brought them to this particular situation (Seidman, 2006).

The focus group discussion was carefully delivered by the researcher to come up with more discussions and responses to reveal a wealth of detailed information and insight. This allowed the respondents to confidently express their thoughts, ideas, and comfortable to be talking within the group to discuss and answer the questions (Eliot & Associates, 2005). The respondents informed that their responses would be kept confidential. It solicited the responses of the participants and by using video recorder to ensure the clarity and accuracy of the data. The researcher took down notes of the important observations as regards to the behavior of the participants during the interview and focus group discussion.

#### 4.4 Data Gathering Procedures

To gather the data of the study, the researcher wrote first a letter asking permission to conduct the study from the Superintendent of the Division of Bukidnon. Upon the approval of the Superintendent, the researcher asked permission from the District Supervisor of Dangcagan District and School Heads of Barongcot ES, Migcuya ES, and School Principal of Dangcagan CES, Miaray ES and Dolorosa ES for the conduct of the study.

The researcher personally conducted the data gathering of the participating schools. Upon approval of the school principal, the researcher wrote a letter consent to the parents of the pupils, who were chosen to be the respondents of the study. The schedule in the conduct of the study, was set by the researcher and the respondents. Before the data gathering process, the researcher oriented the respondents on the purpose of the study and its significance, and their participation which is voluntary in nature.

The interview was done individually with their signed consent form. The informed consent form was important for the researcher and the respondents to emphasize the observance of the value of confidentiality and anonymity. All the respondents were encouraged to answer the research questions wholeheartedly and with utmost sincerity. They voluntarily participated in the interview willingly.

To elicit more information from the respondents, the FGD was done. The respondents freely expressed their answers, or responses by the language they prefer to use. Both FGD and interview conducted was recorded, to ensure that all the necessary information was collected. The researcher took down notes during the process. The researcher showed utmost care to keep the privacy and confidentiality of the respondent's responses and other information.

#### 4.5 Data Analysis

The researcher analyzed the data gathered in line with the state problem of the study. Qualitative data analysis was drawn from the interview and focus group discussion. The purpose of this data analysis understands the lived experiences of the victims of bullying. The researcher formulated themes that hold across all the lived experiences of the victims. The following steps were followed by the researcher to have a concise procedure in doing a qualitative narrative analysis of the data:

Firstly, the researcher read and re-read the transcribed responses of the participants to be able to make sense of the descriptions and live experiences of the bully-victims. Secondly, the researcher extracted important statements from the participants' descriptions of experiences. Thirdly, the researcher re-read the original transcriptions to make sure the genuine descriptions was captured. Lastly, the researcher made a summary and organized the important statements taken to validate and present a clear description for verification.

#### 4.6 Presentation, Analysis, and Interpretation of Data

The themes that emerged from the lived experiences of the victim are placed in the table below. The researcher culled these themes from the shared experiences of the victim participants.

Table 2 shows the themes that emerged from the shared experiences of the victims. It included at least seven participants who agreed.

Table 2  
The Themes that Emerged from the Shared Experiences of the Victims

| They are being bullied because of their Physical appearance   | They all experience verbal bullying.   | The victims let the bullies bully them  |
|---|--|---|
| <p>VP1<br/>“sukad pa Grade 5 ko gina ignan naku nila og lapad ko og ulo”<br/>(“since I was in Grade 5 they were calling me that I have a flat head”)</p> <p>“dako ko og tiyan murag hantakan ug ulo”</p> <p><i>Table 2 cont...</i></p> <p>(“they are teasing me that I have a big stomach and I have a flat head”)</p>  | <p>VP1<br/>“kada adlaw ko nila hilabtan sige na sila og pangantiya w dako ka og ulo, dako ka og tiyan magpa ilob na lang ko”</p> <p>(everyday they are teasing me like calling me I have a big head and a big tummy but still I remained humble)</p> | <p>VP1<br/>“nag anad kay pasagdan man nku nnga hilabtan ko nila kay dili ko gusto og gubot dili sad ko mosokol, dili na lang naku paminaw on”</p> <p>(“they are immune to tease me because I just let them do whatever they</p> |
| <p>VP2<br/>“gi ignan ko og kaliskis og putot sumbagon dayon ko og daghan pa gyud to nakalimot naku”<br/>(they were calling me that I have a scaly skin, that I am stunted and they directly punched me I even forgot what they have called me”)</p> <p>“sige og panghinaway og octopus daw ko, kawayan kay niwang, takyan kay Ian man akong pangalan”<br/>(they always teased me that I look like an octopus, skinny, “takyan” because my name is Ian”)</p> | <p>VP2<br/>“daghan kayo sila og gina tawag sa akoa nakalimot nku sa uban ang sige naku</p>   | <p>wanted to do because I don't want any conflict and I never fought back, I pretended</p>  |
| <p>VP4</p>  |  |   |

|  |  |   |  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|
| <p>“sige sila og panaway sa akoa tungod sa akong mata mo ingon sila og bulinggiton daw ko og mata”<br/>(<i>they always tease me because I have sty in my eyes</i>)</p> <p>“naa pa gni na siyay gi ingnan nga nga tambok murag baboy”<br/>(<i>they even bully my other classmates they called her she's like a pig because she's fat</i>)</p> <p>VP5</p> <p>“gisumbag ko bisag wala naku hilabti gi ignan ko og kuhol”<br/>(<i>he punched me even if I did nothing to him and he called me “kuhol”</i>)</p> | <p>madungga n og mahinumd oman ang kaning ignon ko og pisot, putot og kaliskison”</p> <p>(“they've been calling me lot of things which I heard from them but I really forgot what are those, the only things remembered is that they're calling me uncircumcised, stunted and my skin was like a scale of a fish”)</p> | <p><i>as if I did not hear them</i>”</p> <p>“dili okay sa akoa nga ebully ko nila pero usahay mosukol sad ko kay sakit naman kayo”</p> <p>(<i>It's not okay that they will bully me but sometime s I fought back because it really hurts</i>)</p> |  |  |  | <p><i>it's a name of my father although it's not my real name</i>”</p> | <p>“dili man ko niya pasakitan parehas anang sumbagon pero masakitan ko nga ignon ko og bulinggiton daw ko og mata”</p> <p>(<i>he did not hurt me like punching me but I was hurt because he's calling me I have sty in my eyes</i>)</p> | <p>VP4</p> <p>“magpuyo yo ra ko sa akong bangko, ako ra siya ignan nga pagpuyo (mentione d a name of a classmate ) wala man naku kaginhil abtan dili man ni naku sala nga ingani ni akong mata og ang akong buhok”</p> |
| <p>Table 2 cont...</p> <p>VP6</p> <p>“gi ignan ko og butakal daw ko og gi ignan pud ko og itom daw ko”<br/>(<i>they called me I look like ex-boar and even called me black or “negro” because of my skin</i>)</p>  | <p>VP2</p> <p>“maghilo m ra ko kay masuko man pud mabalosa</p>   | <p>“maghilo m ra ko kay masuko man pud mabalosa</p>   |  |  |  |  |  | <p>VP2</p>   |
| <p>VP7</p> <p>“akong mga classmates labi na si (mentioned a name of a classmate) sige og pagpahinaway nga libat kuno ko mura daw ko og tukmo”<br/>“(<i>my classmates especially (mentioned a name of his classmate) he always teased me cross-eyed and I look like bird</i>)”</p>  | <p>VP3</p> <p>“sawayon ko og kawayan og Fausto kay mao man ang pangalan sa akong papa niya dili mana mao ang akong pangalan”</p> <p>(<i>they teased me I look like a bamboo tree and called me Fausto because</i>)</p>   | <p>n og badlongo n pud kay mosamot hinoon”</p> <p>(“I will just remain silent because they will be angry if I will fight back and still continue to tease me”)</p> <p>“dili man ko mosukol kay</p>  |  |  |  |  |  | <p>VP3</p>   |
|  |  |   |  |  |  |  |  | <p>VP5</p>   |

|  |  |  |     |  |                                    |
|--|--|--|-----|--|------------------------------------|
|  | <i>my hair because of its color and there's a lot more</i>   | "masuko ko og maulaw mahadlok ko kay daghan kayo sila mahadlok ko nga bun-ugon ko nila" ("I will be angry and ashamed, but I am afraid what if they will hurt or punched me there were many of them")  |     | butakal pa gyud" ("he called me black, big head and an ex-boar")   | <i>in the Principal's office</i> ) |
|  | <i>"gi ignan pa gyud ko og adopted ko mohilak na lang ko"</i>  | "sila man tanan ga ignon ko nila og libat biskan wala ko nanghilabo t nila usahay ga dula dula mi ignon ko nila kalit og libat" (all of them they are calling me that I am cross-eyed and I don't even hurt them and sometimes when times we were playing they just intentionally call me cross-eyed") | VP7 | "mohilak na lang ko kay gahi man sila dili ko sukol sa ilaha" ("I just cried because they are really tough and I just can't fight back") |                                    |
|  | <i>"he told me that I am adopted daughter and I cried"</i>   |  | VP5 |  |                                    |
|  | <i>"magpuyo ra man ko mokalit ra dayon og mo ingon og kuhol gi ignan pa gyud ko manobo daw ko niya masuko ko"</i>                            | VP6  |     |  |                                    |
|  | <i>(I am just behaving but in instant, he teased me that I look like a snail and he even called me "Manobo" and immediatel y got angry")</i> | "sa una mosukol ko pero karon dili naku mosukol kay dagko usahay kay babae man pud mahadlok ko nga ipatawag ko sa principal" ("before I fought back but now I won't because they are bigger than I am and also I am afraid that I will be called   |     |  |                                    |
|  | <i>VP6</i>   |  |     |  |                                    |
|  | <i>"ga ignon ko og itom, dako ko og ulo unya</i>   |  |     |  |                                    |

The theme "they are being bullied because of their physical appearance", and "they all experience verbal bullying" can be compared to the study of Wilhelm.

According to the study of Wilhelm, when an individual grows up, teasing became part of our life, and words can cause pain. Teasing became bullying when it is repetitive and intent to do hurt another person. Bullying can be verbal, psychological, and physical. Victims of bullying tend to be physically and emotionally weak. They tend to be shy and have lower self-esteem and poor social skills that make them hard to stand on their own. Bullies consider these children safe targets because they usually don't communicate with others.

Table 3 presents the themes that emerged from the lived experiences of the bullies.

Table 3  
The Themes that Emerged from the Shared Experiences of the Bullies.

| They unintentionally hurt someone.   | The bullies realized their mistakes  | It is the bullies' source of happiness.   | because they act like idiots but sometimes they are hurting others feeling")   | ("I did not feel pity for them since I had punched many children even outside the campus it is because my head is aching but in the end I ask for forgiveness for what I have done") | ("I really enjoyed to tease like (mentioned a name of a classmate) because he is a person with a disability)   |
|--|--|---|--|--|--|
| BP1<br>"dula dula ra man akoa ginabuhat kanang binuang binuang lang usahay matinood mao na masakitan na dayon"<br>(“it was just a play or for fun of teasing him but sometimes it leads of hurting him”)<br>BP2<br>“dili man naku toyoon usahay nga mangsakit sa uban pero naa man pud panahon nga mga garaon man pud kayo mao nga mao pud akong mabaslan”<br><br>(it’s not really my intention to hurt others, but there are times that I just fought back for what they are doing”)<br>Table 3 cont... | BP1<br>“naka realize man ko nga sala man ang pagpanghilabot dili maayo”<br>(I realized that it is not good to bully someone and it is a sin”)<br><br>BP2<br>“gikulba-an ko kay tungod kay sa ang akong kalagot pud na sumbagan na pud naku”<br>(“I was nervous because of my anger I punched him”)<br><br>BP3<br>“mura ko og maulaw kay sige naku sila og sawayon”<br>(“I felt like embarrassed because I always teased them”) | BP1<br>“usahay malipay ko nga naa koy mabinuangan lingaw lingaw lang ba”<br>(“sometimes it is really my happiness when I will tease someone just to have fun”)<br><br>BP2<br>“ang pagpanghilabot jud ang akong kalipay”<br>(“teasing is really my happiness”)<br><br>BP3<br>“ganahan gyud ko pagpanghilabot pero malooy pud ko nila”<br>(“I really enjoyed teasing but I feel pity for them too”) | BP4<br>“wala man gud kaayo siya'y friend mao nga sungog sungogon ignon naku siya nga buang og kimpang”<br>(“I observed that he doesn’t have friends so that’s why I am teasing him that he looks like crazy and paralyzed”)  | BP5<br>“dili man d i mayo manghilabot ta sa lain”<br>(“I realized that it is not good to tease or bully them”)   | BP5<br>“magool ko basin itug-an ko sa mama”<br>(“I’m worried because they might tell it to their mother”)  |
| BP3<br>“usahay maglagot man gud ko kay bugokon man gud kaayo og usahay pud mga hilabtanon pud kaayo”<br>(there are times that I am upset   | BP4<br>“dili ko malooy kay daghan na man ko nasumbagan sa gawas pud sa eskwelahan init man gud akong ulo pero mangayo man noon ko sorry”   | BP3<br>“ganahan gyud ko pagpanghilabot pero malooy pud ko nila”<br>(“I really enjoyed teasing but I will block their them”)   | BP4<br>“wala man naku toyoa nga makapangbully ko kay maglagot man sad ko kay sakitan man ko sa ilang ginapang-ingon pud mao na nga usahay akong pangblockingan<br>(“it’s not my intention to bully them it’s just because I am anxious and they are telling hurtful words so that’s why if they will pass by I will block their them”) | BP6<br>“naka baton ko nga dili mayo manghilabot sa uban sa akong mga classmates”<br>(I have realized that teasing my classmates is really not good”)                                 | BP6<br>“ganahan ko nga naa koy classmates nga binuangan kay malingaw ko nila”<br>(“I really love to tease my classmates I really have fun and I enjoyed doing it to them”) |
|  |  |   | BP6<br>“usahay ga una una ko nila og pagpanghilabot kay gusto magpapansin sa ilaha pero naa pud time nga sila manguna og panghilabot sa  |  |  |

|  |  |  |  |   |   |
|--|--|--|--|---|---|
| akoa mao na nga<br>akoa na lang pud<br><i>Table 3<br/>continuation...</i><br>sila masuklan kay<br>ignon man ko nila<br>og rabbit”<br><br><i>Table 3 cont...</i><br><br>(“sometimes I'll<br>bully them first<br>because I want<br>that all of their<br>attention will be<br>with me, but there<br>are times that<br>they are teasing<br>me that I look like<br>a rabbit and<br>that's the time I<br>will hurt them<br>too”) |  |  |  | become a bully and<br>a victim.   | feelings<br>toward their<br>parents.  |
|  |  |  | VP2<br>“dili ko<br>ganahan nga sige<br>ko og binuangan<br>pero dili pud<br>pwede nga<br>maghilom lang<br>pud ta mosukol na<br>lang pud ko”<br>(“I really don't<br>like that they will<br>always tease me,<br>but it's not good to<br>remain silent so I<br>have to fight<br>back”)   | BP6<br>“tungod ni<br>(mentioned a name<br>of a friend) nisamot<br>nga sige ko<br>panghilabot kay<br>katong kas-a si<br>(mentioned again a<br>name of a friend) gi<br>ignan ko nila nga<br>naa daw silay<br>atangan si<br>(mentioned a name<br>of his<br>schoolmate) ilaha<br>daw tabangan daw<br>og sumbag og ilaha<br>ko gihanggat nga<br>support daw kuno<br>ko tabag og<br>sumbag og mao to<br>nitabang sad ko<br>nila og bun-og ni<br>(mentioned a name<br>again)<br>(“because of<br>(mentioned a name<br>of a friend) it's<br>getting worst that I<br>have to hurt<br>someone/somebody<br>and there was a<br>time that they are<br>going to attack<br>(mentioned a name<br>of his schoolmate<br>again) and they<br>invited me to join<br>with them to give<br>my support for<br>them and there it<br>goes I helped them<br>to attack<br>(mentioned a name<br>again”) | VP6<br>“wala ko<br>ni tug-an ni<br>papa kay mao<br>ra gyapon<br>ignon ra ko<br>niya nga<br>nganu wala<br>daw ko ni<br>sukol kay<br>mahadlok sad<br>ko nga ignon<br>ko nga bayot<br>kung<br>mag tug-an<br>tug-an ko”<br>(“I never told<br>my father<br>about it<br>because I<br>know he's<br>going to<br>reprimand me<br>why I never<br>fought back<br>but because I<br>am also<br>afraid that<br>they will call<br>me a gay if I<br>tell it to my<br>father”) |
|  |  |  | VP2<br>“dili gyud ko<br>mo undang tungod<br>kay sige ko nila og<br>hilabtan sayangan<br>ko sa panahon mag<br>sige og balik akoa<br>na lang dawaton<br>ang mga sakit nga<br>ilang gina pang<br>ingon sa akoa”<br>(“I will not stop<br>for the reason that<br>they will always<br>bully me because<br>for me I don't want<br>to waste time and<br>every year I will<br>return the only<br>thing I will do is to<br>accept the hurtful<br>words that they're<br>throwing me”) | VP4<br>“ni tug-<br>an man ko ni<br>mama katong<br>gitarget ko og<br>kutsilyo ni<br>ingon ra si<br>papa nga<br>iyaha ra daw<br>adtoon pero<br>wala siya<br>naka adto kay<br>na busy pud<br>siya”<br>(“I told my<br>mother about<br>the time that I<br>was targeted<br>using a knife,<br>and my father<br>told me he  |   |
|  |  |  | VP6<br>“eskwela<br>gyapon ko kay<br>akong mama naa<br>sa abroad unya<br>kabalo ko nga<br>kapoy kaayo siya<br>og trabaho didto<br>para sa amoa mao<br>na nga<br>magpadayon ko<br>biskan   | BP1<br>“kung unsa<br>ang ilang iingon<br>mao sad akong<br>iingon sa uban”<br>(“whatever that<br>they told me to do  |   |

The second theme, “they unintentionally hurt someone,” and “it is the bullies’ source of fun” is compared to the study of Shelly (2012).

In a study by Shelly (2012), bullying has become a topic of national concern. Some of the conversations may be over blown, for who does not come in for some ribbing over his big ears, her first pair of eyeglasses, or a crush on the girl in his Sunday school class? but bullying crosses a line, that is pretty clear and obvious. If it started as “good-natured fun,” it has progressed now, to the point of bringing anger or tears to the surface. Past that point, the razzing or teasing has become mean-spirited. It is being used to wound or humiliate. Similarly, the researchers’ current study came up with the themes “they unintentionally hurt someone” because the bullies’ considered it only “as a source of fun,” but they were not aware that this type of teasing used to wound or humiliate others. Even though the bullies’ intended to have fun, it was not good to consider it right because they already hurt other people.

Table 4 presents the emerged experiences of both the bully and the victims of bullying.

Table 4  
Common Themes Emerged from the Bully and Victim  
Individuals.

|                           |  |  |
|---------------------------|--|--|
| They are all<br>fighters. | Friends are the<br>main cause that<br>influenced them to | They are not<br>transparent<br>about their |
|---------------------------|--|--|

|   |   |   |   |
|---|---|---|---|
| <p>gapanghilabot<br/>gyapon sila sa ako<br/>a”</p> <p><i>Table 4 cont...</i></p> <p><i>(“I will continue to come to school because my mother is in abroad and I know she’s really tired of her work there just for me and to my siblings, so that’s why I have to continue although they’re still bullying me”)</i></p> | <p><i>so and the same thing I will do for others”)</i></p> <p>BP4<br/>“naa koy uban na taga uban grades kay naa koy uban nga barkada nga bully gihapon”<br/><i>(“I have friends from the other grades who are bully too”)</i></p> | <p><i>would go to my school and complain about it but he hasn’t because he was busy”)</i></p> | <p>These themes emerged from at least three agreeing respondents, both victims, and bullies. The researchers analyzed the data well to come up with common themes. The common theme "they are all a fighter" can be compared to the studies of Alegre, De Guzman, and Lauro (2016). Similarly, the theme "they are all a fighter" can be compared to the study stated above because the victims accepted and changed their perspective about the bullying they had experienced as a challenge and have the determination to continue their studies to prove that they are not worthy of being bullied while the bullies' characteristic is always a fighter to keep away from being bullied. Similar to the study of Viala (2015) stated that despite extensive research on the causes of bullying and how it can be stopped, little is known about how some children overcome or avoid a position as victims of bullying. Based on the analysis of three 'extreme cases' in which peer victimization has been stopped or prevented, the article attempted to describe how and why some children succeed in overcoming their position of the victim of bullying. The analysis indicated that it is possible to exceed or avert the victim position, but the strategies applied were different, and the issue of dignity emerged as important in the victims' struggle for acceptance (Viala, 2015).</p> <p>The theme "they are all a fighter" can be compared to the study stated above which is similar because it stated that the victim overcome or avoid the position of a victim, therefore, it was clear that the victim was also a fighter not only the bullies. The researchers considered the victims as a fighter in terms of accepting the bullying they experience as a challenge, not a problem that will drag them down. However, the bullies were considered as a fighter, because some of them bully another individual, to keep themselves away from being a victim.</p> <p>The common theme that emerged was, "friends are the main cause, that influenced them to become a bully and a victim." This is supported by the study of Gorgeou (2008), which aimed at examining the differences between bullies, victim, bully-victims and students that are involved in peer violence, in terms of their temperament, their degree of deviation from the typical in appearance, or behavior and degree of their peer acceptance.</p> <p>Consequently, bullying happens, particularly in school. The classmates and peers were the ones who bullies and the victim was their co-students and vice versa. The researchers' concluded that a person is being bullied depending on the people that surround him or her. The people in the surroundings were the ones who influenced them to become a bully, and also makes a person to be a victim.</p> <p>The last common theme of the researchers' current study, "they are not transparent about their feelings toward their parents," can be compared to the study of Wilhelm.</p> <p>Therefore, the victims hide their feelings from their parents. The reason why they were secretive was that they do not want their parents to be worried. Also, the bullies, tend to hide their problems to their parents. They wanted to have fun in school and seem to enjoy their life when others saw them,</p> |
|---|---|---|---|

but deep inside, they also have problems that they cannot express to their parents.

It can also be compared to the Philippine Star (2015), where the victims were reluctant to report, however, the bullies are not included.

Every day in this country, 31 incidents of bullying are reported in schools. The daily average, as recorded by the Department of Education, could be higher since many victims of bullying may be reluctant to report the assaults.

Parental support may protect children from all four forms of bullying. Friends associated differentially with traditional and cyberbullying. Results indicated that typical bullying is a distinct nature from that of traditional bullying (Lannotti et.al, 2009).

Opposite to the study stated above, the researcher's current study only included physical and verbal bullying. On the other hand, it is in contrast when it comes to parental support. The researchers concluded that the victim and the bullied must need parental support to finish the bullying they experienced. Since they were not transparent to their parents, parental support and guidance were not applied.

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Val Jeff Adrian B. Salac

Researcher

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