

Bullying and Academic Performance in Home Technology

Marieta V. Garcia

Associate Professor, Central Luzon State University, Science City of Munoz, Nueva Ecija Philippines 3120

Abstract: This study was conducted primarily to find out the effects of bullying to the Home Technology (HT) performance of ASTS students. Data relevant to the study were collected using a two-part questionnaire. Data were statistically analyzed using Statistical Program for Social Sciences (SPSS), using descriptive statistics. Relationship between independent and dependent variables were tested using Pearson Product Moment Correlation in 1% and 5% level of significance. Results revealed data of male and female bullies (aggressors) and victims across year levels. Verbal bullying at school has the most frequent aggressors and victims and generally males are the bullies and females are most likely to be the victims. Aggressor and victim's school attendance and disciplinary action are affected for all types of bullying. Academic achievement of the aggressor is affected for cyber bullying. Feeling of sadness or safety and belonging is affected for both physical and cyber aggressor and victim and verbal bullying victims. Results revealed a positive relationship between sex and being a bully socially and physically. The mother and father educational attainment has positive relationship with being cyber bullied and mother's educational attainment with a student being a verbal bully. Types of bullying and effects of different aspects of schooling that cyber bullying victim and school attendance has significant relationship. The common reaction of victims to cyber bullying is low grades and decline in school attendance. Moreover, results revealed that there is a significant relationship between physical bullying at school, for both victim and aggressor to their GPA.

Keywords: Bullying, Academic Performance, Bullies, Bullied.

I. INTRODUCTION

Bullying has been one of the most serious problems in education arena today. This conflict does not just only span during or after school hours but also persists at home. Agricultural Science and Technology School being unique in some of its way such as the curriculum and housing process of its students is also vulnerable to bullying of all forms. The present study therefore focuses on the effects of bullying in the Home Technology performance of ASTS students, SY 2016-2017.

II. METHODOLOGY

Research Design

Descriptive analysis such as frequency counts, percentage, mean were used in presenting the socio-demographic characteristics of the respondents

Correlation analysis to determine the relationships between bullying and the academic performance (HT GPA) of ASTS students

Respondents of the Study

The respondents of this study were composed of 165 students from Grade 7 to Grade 9 in Agricultural Science and Technology School in CLSU. Complete enumeration was used for the purpose of the study.

Instrumentation

Data relevant to the study were collected by the two (2) field enumerators through the use of a two-part questionnaire. Personal and socio-demographic characteristics of respondents and their experiences on bullying were the data being gathered.

Data Analysis

Data were statistically analyzed using SPSS, using descriptive statistics such as frequency counts, and percentage. Relationship between independent and dependent variables were tested using Pearson Product Moment Correlation .

III. LITERATURE REVIEW

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Often, it is repeated over time and can take many forms.

Several studies already support the claim that bullying is one of the direct causes of low performance of students at school. Victims of bullying may lose interest in the learning and experiences a drop in academic grades because their attention is distracted from learning (Block, 2014).

In one study also, Glew et al. (2005) reported that bullying prevents concentration and subsequent academic achievement since bullying victims lose interest in learning and experience a drop in academic grades because their attention is distracted from learning.

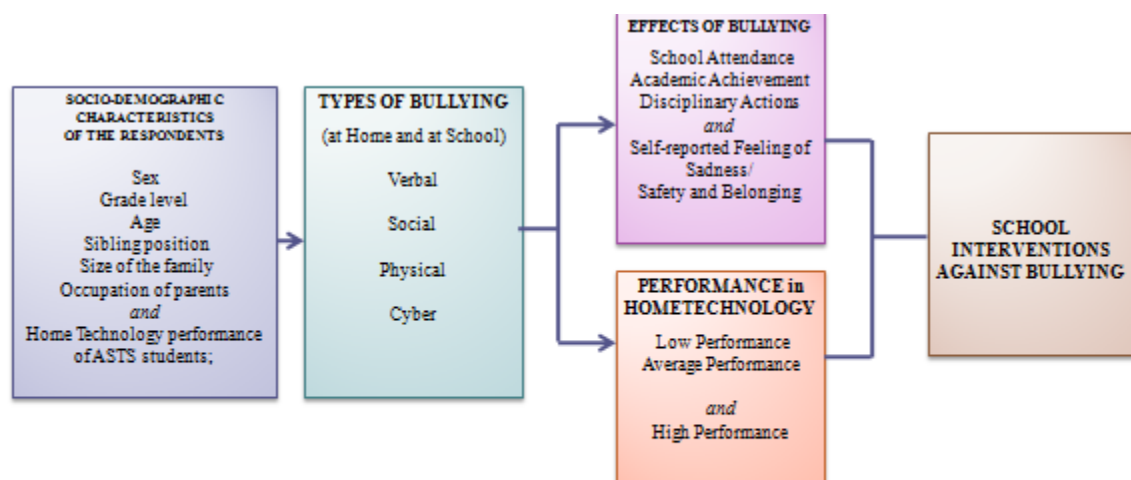
Cynthia (2014) analyzed bullying impact on student's performance either in short or long term. She found that there are differences in relationship between bullying level and academic performance depending on student's academic achievement. Similarly, Ammermueller (2012) found that being bullied has a significantly negative impact on present and future students' performance in school.

In addition, students who are constantly bullied feel the need to distance themselves from the world. Brank et al. (2012) indicated that bullying victims are weak, shy, and anxious. They added that victims' performance is poor in school and seek to avoid attending school classes for the purpose of avoiding victimization. Victimization experiencing can lead to poor academic performance and leading to absenteeism.

Research Locale

This research was conducted at Agricultural Science and Technology, Central Luzon State University, Science City of Munoz, Nueva Ecija.

Conceptual Framework



Conceptual paradigm showing the relationship between the dependent and the independent variables

IV. RESULTS AND DISCUSSION

Findings showed that respondents' age range is 12-16 years old with females from grade 7 to grade 9 as dominant students. Students are mostly eldest in their sibling position and were mostly dominated by 5 members in the family.

Table 1: Socio-demographic characteristics of ASTS students

Socio-Demographic characteristics	Grade 7	Grade 8	Grade 9
Age	13 years old	14 years old	15 years old
Sex	48% Male, 52% Female	43% Male, 57% Female	30% Male, 70% Female
Sibling Position	52% eldest	44 % eldest	30% eldest
Number of members of the family	Mostly 4 members	Mostly 5 members	Mostly 5 members
Mothers' Educational Attainment	Mostly High School & college grad	Mostly college grad	Mostly college grad
Fathers' Educational Attainment	Mostly college grad	Mostly High School grad	Mostly college grad
Occupation of the Mother	Mostly no jobs	Most no jobs	Mostly no jobs
Occupation of the Father	Mostly self-employed	Mostly self-employed	Mostly self-employed
Weekly Allowance	Mostly php500	Mostly php500	Mostly php500
Academic Performance in Home Technology	Mostly average performing	Mostly average performing	Mostly average performing

Table 2: Types of Bullying Experienced by ASTS students

Type of Bullying	Location	Grade 7		Grade 8		Grade 9	
		Bully	Bullied	Bully	Bullied	Bully	Bullied
Verbal	Home	31	25	10	8	14	14
	School	115	103	104	114	78	81
Social	Home	26	32	10	12	3	8
	School	51	67	43	76	34	27
Physical	Home	33	21	11	9	9	9
	School	84	94	57	90	39	48
Cyber	Home	4	10	3	1	4	1
	School	16	16	22	22	9	14

N= Multiple Responses

Data show that majority of incidence of different types of bullying happens in school where N is multiple responses. Bullying however, also exists in smaller percentage at home. Most of the participants were bully more than a victim (bullied) of bullying. Of the types of bullying, verbal exists as the primary form of bullying across year levels. A higher incidence of victim (bullied) is found at Grade 8

Frequency of Male and Female Bully and Bullied in school and at home

Gender can be a factor in bullying according to some researches. Many researchers have agreed that there are differences in the ways males and females bully, how they are bullied, and what they are bullied about. One common distinction is between physical bullying, such as hitting, kicking and punching, and verbal or psychological bullying, such as name calling, exclusion, gossip and rumor spreading. Farrington (1993) stated that physical bullying is more common of males and psychological bullying more typical of females.

Table 3: Frequency of Male and Female Bully and Bullied in school and at home**A.BULLY**

Table 3 A. shows the data of male and female bullies (aggressors) across year levels. Results indicate that there are more male bullies among the younger levels such as in Grades 7 and 8 than their female counterparts

Types of Bullying		Grade 7			Grade 8			Grade 9		
		Bully		Total	Bully		Total	Bully		Total
		Female	Male		Female	Male		Female	Male	
Verbal Bullying										
	Home	6	10	16	1	5	6	2	1	3
	School	12	13	25	12	21	33	13	7	20
Physical Bullying										
	Home	8	10	18	3	5	8	6	1	7
	School	17	17	34	15	24	39	10	11	21
Social Bullying										
	Home	6	10	16	1	5	6	2	1	3
	School	12	13	25	12	21	33	13	7	20
Cyber Bullying										
	Home		2	2		1	1	4		4
	School	4	8	12	8	5	13	4	4	8

B.BULLIED

Types of Bullying		Grade 7			Grade 8			Grade 9		
		Bullied		Total	Bullied		Total	Bullied		Total
		Female	Male		Female	Male		Female	Male	
Verbal Bullying										
	Home	6	9	15	3	6	9	4	1	5
	School	17	16	33	26	17	43	13	8	21
Physical Bullying										
	Home	6	8	14	5	1	6	5		5
	School	22	19	41	25	25	50	13	11	24
Social Bullying										
	Home	6	9	15	3	6	9	4	1	5
	School	17	16	33	26	17	43	26	17	43
Cyber Bullying										
	Home	3	5	8		3	3	1		1
	School	16	9	25	12	19	31	8	6	14

Table 3 B. shows the data of male and female bullies (aggressors) across year levels. Results. indicated that are more bullied found on the other hand at Grade 8 in all types of bullying; however, verbal has the most frequent bullied and most of them are females. Lesser bullied are found at Grade 9.

Results further revealed that cyberbullying has the least number of bullies and bullied at home and at school. Verbal bullying at school has the most frequent aggressors and victims and generally males are the bullies and females are most likely to be the victims (bullied).

The effect of gender on bullying involvement has been examined in previous studies with mixed results. Some researchers have found that both boys and girls are at similar risk to be bullied

(Gini, 2008), but other studies have shown that boys are more often victims, perpetrators, and perpetrator victims than girls (Farrington, 1993; Kumpulainen et al., 1998; Olweus 1994). One possible explanation for this controversy is that there may be a gender difference in the subtypes of victimization and perpetration of bullying. For example, boys have been found to engage in more physical bullying, but girls use more subtle and indirect methods of harassment such as slandering, spreading rumors, intentionally excluding someone from groups, and manipulating friendship relations (Olweus, 1997 and Smith, 2004).

Table 4: Types of Bullying Experienced by ASTS students and the Effects to the different aspects of schooling.

A. BULLY

	Types of Bullying			
	Verbal	Social	Physical	Cyber
Effect to the different aspects of schooling	Bully	Bully	Bully	Bully
School attendance	Affected	Affected	Affected	Affected
Academic Achievement	Slightly Affected	Slightly Affected	Slightly Affected	Affected
Disciplinary Action	Affected	Affected	Affected	Affected
Feeling of Sadness/Safety and Belonging	Slightly Affected	Slightly Affected	Affected	Affected
Total Effect	Slightly Affected	Slightly Affected	Slightly Affected	Slightly Affected

Table show that school attendance and disciplinary action were affected by all types of bullying, it only means that bully feel disconnected from school and dislike school, hence the total effect to the different aspects of schooling was slightly affected. Likert scale was used to measure the effect of bullying on the respondent students.

B. BULLIED

	Types of Bullying			
	Verbal	Social	Physical	Cyber
Effect to the different aspects of schooling	Bullied	Bullied	Bullied	Bullied
School attendance	Affected	Affected	Affected	Affected
Academic Achievement	Slightly Affected	Slightly Affected	Slightly Affected	Slightly Affected
Disciplinary Action	Affected	Affected	Affected	Affected
Feeling of Sadness/Safety and Belonging	Affected	Slightly Affected	Affected	Affected
Total Effect	Slightly Affected	Slightly Affected	Slightly Affected	Slightly Affected

Furthermore, data on the effect of different types of bullying to aspects of student life revealed that all types of bullying slightly affected them. Factors such as school attendance, academic achievement, disciplinary action and feeling of sadness/safety and belonging affected all the aspects of student life.

Relationship of Different type of Bullying to the Students Socio-Demographic Characteristics

The association between involvement in school bullying and socio-demographic characteristics (including age, gender, residential background, and parental educational level) has drawn epidemiological attention (Yen et al, 2015). Research also has found that a person's bullying behavior can be affected by family environment interactions such as family violence, low parental monitoring, and low parental warmth and family cohesion. Table 5 shows the relationship between the type of bullying and the socio-demographic characteristics of the respondents.

Table 5: Relationship of Different Types of Bullying to the Students' Socio-Demographic Characteristics**A. BULLY**

Socio- Demographic	Types of Bullying			
	Verbal	Social	Physical	Cyber
	Bully	Bully	Bully	Bully
Age	-0.102ns	0.018ns	-0.097ns	-0.033ns
Sex	0.00n6s	0.217**	0.331**	0.095ns
Size of the family	0.044ns	-0.018ns	-0.040ns	-0.107ns
Sibling Position	0.055ns	0.066ns	0.119ns	0.042ns
Mothers' Occupation	0.016ns	-0.080ns	0.012ns	0.047ns
Fathers' Occupation	0.079ns	-0.017ns	0.073ns	-0.008ns
Mothers' Educational Attainment	0.159*	0.058ns	0.048ns	0.007ns
Fathers' Educational Attainment	0.049ns	0.006ns	-0.010ns	-0.095ns
Weekly Allowance	0.063ns	0.004ns	-0.081ns	-0.066ns

ns – not significant

*- significant at 5% level of significance

** - significant at 1% level of significance

Pearson Product Moment Correlation revealed that verbal bullying has positive significance on the mothers' educational attainment ($r = 0.159$, $p = 0.05$). This could only mean that as mothers attain higher educational status, the more the verbal bullying is prevented. That Physical bullying and social bullying has positive relationship with the sex of the respondents ($r = 0.331$, $p = 0.01$ and 0.217 , $p = 0.01$) respectively. This implies that both males and females tend to do physical and social bullying.

A non- significant relationship between being a bully and their sibling position and in other socio-demographic characteristics was also revealed.

B. BULLIED

Socio- Demographic	Types of Bullying			
	Verbal	Social	Physical	Cyber
	Bullied	Bullied	Bullied	Bullied
Age	-0.001s	-0.068ns	-0.138ns	-0.025ns
Sex	-0.100ns	-0.035ns	0.207ns	0.135ns
Size of the family	0.058ns	-0.152ns	-0.113ns	0.055ns
Sibling Position	-0.026ns	0.049ns	0.079ns	0.076ns
Mothers' Occupation	0.109ns	0.055ns	0.112ns	-0.102ns
Fathers' Occupation	-0.003ns	-0.014ns	0.064ns	-0.100ns
Mothers' Educational Attainment	0.026ns	-0.024ns	-0.020ns	0.187*
Fathers' Educational Attainment	0.094ns	0.020ns	-0.030ns	0.175*
Weekly Allowance	-0.004ns	-0.114ns	0.154*	0.086ns

ns – not significant

*- significant at 5% level of significance

** - significant at 1% level of significance

A significant relationship is observed between physical bullying and weekly allowance ($r=0.154$, $p=0.05$). This result implies that students having low weekly allowance have the tendency to engage physical bullying, and cyberbullying has significant positive correlation with the mothers' and fathers' educational attainment of the bullied respondents ($r = -0.187$, $p = 0.05$ and 0.175 $p=0.05$). This could only mean that as mothers and fathers attain higher educational status, the more the cyber bullying is prevented. Research findings have shown that cyber bullying causes emotional and physiological damage to defenseless victims. (Yavuz, 2010). In one study, age predicted cyberbullying, with a greater tendency for older students to bully than younger students (Robson and Witerka, 2013).

Relationship Of All Types Of Bullying To The Different Aspects Of Schooling Among Students

Table 6: Relationship between bullying and the different aspects of schooling among ASTS students.

	ASPECTS				Total Effect
	School Attendance	Academic Achievement	Disciplinary Action	Feeling of Sadness/safety and Belonging	
Bullying of all forms	-0.140 ns	-0.207**	-0.178*	-0.104ns	-0.245**

Data in Table 6 show that all forms of bullying can negatively affect the different school aspect of the respondents. Academic Achievement as well as Disciplinary Action were significantly affected. Overall, bullying of all forms has significant negative correlation on the school aspects of the respondents.

This could only mean that when there is an extensive incidence of bullying, the academic performance decreases. This is also true with the disciplinary action where there is a significant negative correlation, $r = -0.178$, $p=0.05$. This could only mean that when there is an occurrence of bullying, there is also a reduction in disciplinary action.

Cynthia (2014) analyzed bullying impact on student's performance either in short or long term. She found that there are differences in relationship between bullying level and academic performance depending on student's academic achievement. Similarly, Ammermueller (2012) found that being bullied has a significantly negative impact on present and future students' performance in school.

In addition, students who are constantly bullied feel the need to distance themselves from the world. Brank et al. (2012) indicated that bullying victims are weak, shy, and anxious. They added that victims' performance is poor in school and seek to avoid attending school classes for the purpose of avoiding victimization. Victimization experiencing can lead to poor academic performance and leading to absenteeism.

Relationship between bullying experiences and performance in Home Technology

Data in Table 7 show that bullying in all forms such verbal, physical, and social has significant negative correlation with the academic performance of the ASTS students, $r = -0.207$, $p=0.01$. Cyber bullying has no significant.

Table 7: Relationship of Different type of Bullying to the Students GPA

	Types of Bullying			
	Verbal	Social	Physical	Cyber
Academic Performance in Home Technology	-0.193 *	-0.184 *	-0.211 **	-0.116 ns

ns – not significant

*- significant at 5% level of significance

** - significant at 1% level of significance

Several studies already support the claim that bullying is one of the direct causes of low performance of students at school. Victims of bullying may lose interest in the learning and experiences a drop in academic grades because their attention is distracted from learning (Block, 2014).

In one study also, Glew et al. (2005) reported that bullying prevents concentration and subsequent academic achievement since bullying victims lose interest in learning and experience a drop in academic grades because their attention is distracted from learning.

V. CONCLUSION

This research concluded that bullying exists in almost every grade levels of the students in ASTS school. The search found that verbal bullying at school has the most frequent aggressors and victims and generally males are the bullies and females are most likely to be the victims.

A significant relationship is observed between physical bullying and weekly allowance ($r=0.154$, $p=0.05$). This result implies that students having low weekly allowance have the tendency to engage physical bullying, and cyberbullying has significant positive correlation with the mothers' and fathers' educational attainment of the bullied respondents ($r = -0.187$, $p = 0.05$ and 0.175 $p=0.05$). This could only mean that as mothers and fathers attain higher educational status, the more the cyber bullying is prevented.

Data revealed that all forms of bullying can negatively affect the different school aspect of the respondents. Academic Achievement as well as Disciplinary Action were significantly affected. Overall, bullying of all forms has significant negative correlation on the school aspects of the respondents.

All forms of bullying affect the home technology performance, specifically physical bullying wherein GPA of either a victim or an aggressor is negatively influenced. The victims suffered from these phenomena and at the same time it affects the bullies themselves. It is interesting to note that cyber bullying does not affect the academic performance of the students.

Possible Intervention to Address Bullying at ASTS

Results revealed that verbal and physical bullying are the most common types of bullying being done by the bully and having experienced by the bullied. The steps for dealing with a bullying situation at school for the verbal and physical bullying are the steps for intervening in bullying situations recommended by the Centre for Children and Families in the Justice System of the London Family Court Clinic. These are the following:

Steps for Intervening in Bullying Situations:

1. Intervene immediately the bullying action
2. Talk to the bully and the victim separately
3. Remind the bully about school policies regarding school code of conduct and discipline, reiterate what behavior is expected and discuss sanctions that will be imposed for future bullying behavior.
4. Phone the parents of both the bully and the victim as soon as possible. If possible, involve parents in designing a plan of action.
5. Continue monitoring the behavior of the bully and the safety of the victim.
6. Inform administrator, faculty, and staff members to alert them regarding the problem and to get a better understanding of it.

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Author Note:

Marieta V. Garcia, Associate Professor, Central Luzon State University.

Marieta V. Garcia is an Associate Professor III of College of Education, Agricultural Science and Technology School, Central Luzon State University, Science City of Munoz, Nueva Ecija.

Contact: zarahgeneva@gmail.com +639186525699