

# THE PREVALENCE AND EFFECTS OF BULLYING IN SCHOOL SETTING AMONG ADOLESCENTS

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**Abstract:** This study examined the prevalence and effects of bullying among adolescents in Cotabato City. It sought to find out the demographic profile of the grade seven students in terms of age, sex, average family monthly income, type of school, and respondents' closeness to a family member. It also investigated the nature of bullying in terms of verbal, social and physical aspects and its prevalence and effects. The coping strategies used by the respondents against bullying were also explored. Descriptive-comparative method was utilized in describing the variables comprised in this research. Survey questionnaires served as the main tool in generating data from 368 respondents from private and public secondary schools. The results disclosed that ages range from 10 to 15 years old. The respondents were 149 male and 215 female. The average family monthly income is ranging from P5,000.00 to P10,000.00. Most of them close to their mothers. The nature of bullying had been identified as verbal, social and physical which the respondents reported as rarely experienced. Furthermore, this study found out that respondents were categorized into two: bullied and both bullied and bully. Thus, the assumption that there is a significant difference on the emotional effects of bullying between the bullied and both bullied and bully. Nevertheless, respondents who experienced bullying adopted effective strategies in coping with it like telling their parents, reporting to school authority or counselor and avoiding the person. Moreover, closed collaboration among agencies like the Department of Education, school, home, and stakeholders must be maintained in order to control the prevalence of bullying in school.

**Keywords:** Effects of Bullying, Descriptive-comparative method, Department of Education, South Central Mindanao.

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## 1. INTRODUCTION

Bullying has been recognized as a worldwide problem, it is a form of aggressive behavior, which occurs among children, mainly in school. It is deliberate and it causes physical, emotional and psychological damage and it can be expressed individually or within a group. There is an inequality of power between bullies and victims.

Over 3.2 million students are victims of bullying each year. Approximately 160,000 teens skip school every day because of bullying. 17 percent of American report being bullied 2 to 3 times a month or more within a school semester. 1 in 4 teachers see nothing wrong with bullying and will only intervene 4 percent of the time. By age 14 less than 30 percent of boys and 40 percent of girls will talk to their peers about bullying. Over 67 percent of students say that schools respond poorly to bullying, with a high percentage of students believing that adult help is infrequent and ineffective. 71 percent of students report incidents of bullying as a problem in their school. One out of ten students drop out of school because of repeated bullying. As boys age they are less and less likely to feel sympathy for victims of bullying. In fact they are more likely to add to the problem than solve it. Physical bullying increases in elementary school, peaks in middle school and declines in high school. Verbal abuse, on the other hand remains constant.

Furthermore, more than half of cases of child abuse reported in school year 2012-2013 involved acts of bullying (Department of Education). According to a summary of child abuse case reported to Department of Education in school year 2012-2013 around 80 percent or 1,165 out of 1,456 cases involved acts of bullying. The other 20 percent or 291 involved other forms of abuse. National Capital Region has the highest incidence of bullying among all regions, out of 489 cases of child abuse, 443 involved bullying. Region X has the least cases of child abuse with only one case of bullying. Region XII, out of 96 cases of child abuse 85 involved bullying (Manila Times, 2013).

Bullying can consist of many different types of behaviors. Physical bullying consists of any type of physical violence, no matter how small. This type of bully makes up 30 percent of school bullying (Time for Tolerance, 2008). It consists of actually beating of the victim or a simple action of sticking out one's foot and tripping someone. Verbal bullying consist of name calling, teasing, making fun of others and threats of violence. This type of bully makes up 46 percent of incidents in school (Time of Tolerance, 2008). Intimidation another type of bullying, this occurs when the victim is threatened in order for the bully to get them to do what they want them to do such as homework, assignments or giving money. Lastly and most disturbing is cyber bullying. This type of bullying is perhaps the most dangerous type of bullying as it can be done anonymously. Cyber bullying can find many mediums such as email, text messaging and social networks such as Facebook. It makes easier to be bullied and to fall victim. Cyber bullying consists of threats of violence, verbal abuse and spreading information for the purpose of embarrassing someone or hurting one's reputation.

Though anyone can become the target of a bully, there are some commonalities between those who fall victim to bullying as bullies tend to choose a certain type of person to abuse. "There are many reasons how and why bullies target others and the reasons are consistent between cases" (Bully Online, 2006). People who are victims of bullying find themselves being bullied due to their achievements, do not have a large circle of friends, subjected to unwarranted teasing and rumors, and tend to be more serious about important things in life such as school or work. Most people who are targets of bullies have something different about them. Maybe they wear thick glasses, dress differently or are painfully shy. Many are awkward in social situation and try not to draw attention to them. Targets of bullies often have little or no friends who can stick up for them (which is one reason why the bully feels that they can abuse them) and already have low self-esteem. Bullies also target those who appear to be vulnerable and the main theory is that they do not do this so that there is little chance the person will stand up for themselves, making them easy to abuse. "When bullied, they become visibly frightened, cry or do not have an appropriate response. That is just what the child who bullies wants; it becomes an invitation to even more bullying" (National Bullying Prevention Center, 2011).

Hence, bullying can, and often does have lasting lifelong effects on the victim. Being bullied affects the victim's self-esteem which is even more significant when the victim already has had self-esteem issues. Many victims need counseling to come to grips with the bullying and to help rebuild their lives as bullying can lead to depression, panic attacks and physical ailments such as ulcers. Children who are bullied often suffer academically due to the fact that they fear going to school where the source of their stress resides. Some children are so affected by bullying that they choose not to further their education due to fear of having to face bullying in other atmospheres such as college. Many people who are bullied are so hurt by the cruel treatment that they contemplate suicide and some actually attempt and succeed in taking their own lives. "There is often no end to bullying for victims. Devastating effects of bullying is the pattern it creates in victims 'minds and personalities that can last their whole life'" (Abel, 2010). It is common for children who are bullied to be the victim of bullying in their adult lives as well since the self-esteem has been so devalued and they cannot seem to find the courage to stop being a victim.

In effect, the bully also suffers a negative impact from bullying. Though it may lead sound strange, there are actually negative effects from bullying on the bullies themselves. "Bullies can suffer long-term effects of bullying if their behavior is not addressed. Compelling research confirms that bullies are twice as likely as their peers to have criminal convictions and four times more likely to be multiple offenders" (Abel, 2010). Sometimes a bully can actually hate the way they treat their victims but somehow feel justified in doing so since they are abused by others as well. This feeling tends to override the feeling of empathy which makes for a psychological mess for the bully. Feeling conflicted about their behavior is also a source of stress that makes them want to bully more. If a bully is not stopped and treated then the chance of them stopping and becoming a different and healthier person is very slim and their behavior will continue into adulthood, affecting the type of life they lead.

However, bullying does not have to be a reality that one must live with. If a person is being bullied they should tell someone; a parent, teacher or counselor. Parents must take an active role in their child's life and safety. If a parent knows that their child is bullying then they must take steps to stop this behavior. Going to counseling can help get to the root of the issue and help the bully to change their behavior before it is too late. If a person is a witness to a bullying event then it is one's responsibility to step in whether by taking up for the victim or by getting an adult right away. The bystander effect (seeing bullying but being too afraid to get involved) is no excuse and can cause further future damage to the victim and the bully. Saying nothing is almost as bad as committing the bullying acts itself.

The Department of Education begins drafting the Implementing Rules and Regulations (IRR) for the Republic Act No. 10627, or the Anti-Bullying Act of 2013. Under the law, private and public schools are required to address cases of bullying in their schools. "Schools that fail to impose such measures will face administrative sanctions from the Department of Education".

Department of Education officials reminded teachers that the anti-bullying policy does not only apply to students but also to teachers. "Under Department of Education order No. 40 series of 2012, teachers who humiliate students face administrative sanctions". They also said that scolding students in front of the class or punishing students by letting them stand and face the wall for hours are considered acts of bullying. Education Secretary Armin Luistro said, the signing of the anti-bullying law on September 12 will further enhance the existing Child Protection Policy of the department. "Bullying and other forms of violence in schools should be viewed not just as a school problem but as a societal problem as well" (Interaksyon.com).

## 2. METHODS

### Research Design

The research used survey method. It is the best method which is available to use in collecting data for the purpose of describing a population which is large enough to observe directly.

### Locale of the Study

Cotabato City is the research locale of the study. Out 36 secondary public and private school the researcher choose 10 schools were chosen for this study, 5 schools from public and 5 schools from private school.

Public secondary school are Canizares National High School, Cotabato City National High School- main campus, Cotabato City National High School-Rojas site, Datu Siang National High School, Notre Dame Village National High School

Private secondary school are Notre Dame of Cotabato Incorporated, Notre Dame University-Junior High School, Notre Dame of RVM, AR Pacheco High School and Dr. P. Ocampo- High School Department.

### Instrumentation

The instrument is use a researcher compilation of questionnaires. The questionnaire was drawn out base on "The Bullying Prevalence Questionnaire" (Ken Rigby and Phillip Slee, 1993), "Measuring, Bullying, Victimization, Perpetration and Bystander Experiences" (Hamburger ME,2011), "The Journal of International Social Research" (Winter, 2010).

The questionnaire had four sections : Section A will was on the demographic data of the respondents; Section B was on who are involve in bullying and who are not involved in bullying and consist of the prevalence in nature and frequency on the bully and the bullied ; a. Students who had been involved in bullying; section contains the bullying and victim items : Verbal Bullying items: 1, 4, 5, and 16, Social Bullying items: 2, 11, 13, and 14 and Physical Bullying items: 6, 7, 8, and 9; Students who are Bully Items: 3, 10, 12, and 15; Section C comprise the effects of being bullied and being bully ;Social effects items:1, 2, 3, and 5; Physical effects items: 6, 9, 11, and 12;and for Psychological effects items:4, 7, 8, and 10; Section D are the coping strategies in bullying experiences.

Scales are computed by summing item responses for section B. Scale for item A of the twelve sub items have possible range of 1 to 60, and scale for item B of the four sub items have possible range of 1 to 20. Score range from 13 to 60 for item A the respondents was consider as a bully and score range from 5 to 20 for item B is consider as a bully.

### Data Gathering and Procedures

A letter of request was sent to the Schools Division Superintendent that the researcher be allowed to distribute the survey questionnaire to the selected public and private secondary schools in Cotabato City. The researcher likewise secured permission from the selected secondary school administrators to conduct the survey in their respective schools. The questionnaires were personally distributed and retrieved by the researcher with the assistance of colleagues and principal.

### 3. RESULTS AND DISCUSSIONS

**Table 1: Prevalence of bullying among the grade 7 respondents**

Item	f	%
Students experience bullying	364	98.91
Students did not experience bullying	4	1.09
<b>Total</b>	<b>368</b>	<b>100</b>

The number of students who participated in the study was 368, out of which 89.91 percent had been involved in bullying experiences and 1.09 percent had not been encountered bullying experiences.

The finding reveals that out of 368 respondents students, 364 students who got score of 13 and above in all items in nature of bullying; verbal (1,4,5,16); physical (6,7,8,9); and social (2,11,13,14) are the bullied while 4 of them got the scores 12 and below were the students who did not experienced or encountered bullying .

The result shows that bullying experience was prevalent among grade 7 student in Cotabato City. Almost all the students who participated in this study had either bully or being a bullied. Contrary to the finding of (Honrejas,1999) that grade 7 has less experience bullying compare to other year level.

**Table 2: Prevalence among students who experience bullying**

Category	f	%
<b>n = 364</b>		
Bullied	242	66.48
Bully	0	0
Both Bullied &Bully	122	33.52
<b>Total</b>	<b>364</b>	<b>100%</b>

The study find out that not only bullied and bully were the category of bullying in this study but it was find out that there were also both bullied and bully experienced by the respondents. The data reveals that out of 364 students who experienced bullying, 242 or 66.48 percent were bullied who got scores 13 and above for the items ; verbal (1,4,5,16); physical (6,7,8,9); and social (2,11,13,14) and who scores 4 and below for the items ( 3,10,12 & 15) and nobody were consider bully alone, but 122 or 33.52 percent experienced both bullied and bully who scores 5 and above for items ( 3,10,12 & 15) and also got the scores of 13 and above for the items ; verbal (1,4,5,16); physical (6,7,8,9); and social (2,11,13,14) .

#### Respondent's Profile

The succeeding discussion presents the profile of student's respondents in terms of gender, age, family income, type of school, and closest family member.

Table 3: Demographic profile among students with bullying experience

Category	Victim		both Bully &Victim	
	f	%	f	%
<b>Age</b>				
10 – 15 year of age	218	59.89	102	28.02
16 – 19 years of age	24	6.59	20	5.50
above 20 years of age	0		0	
Total	242	66.48	122	33.52
<b>Gender</b>				
Male	90	24.73	59	16.21
Female	152	41.75	63	17.31
Total	242	66.48	122	33.52
<b>Average Family income</b>				
P 5,000 -P10,000.00	138	37.91	106	29.12
P10,001.00-P15,000.00	46	12.64	3	0.82
P15,001.00-P20,000.00	17	4.67	9	2.47
P20,001.00-P25,000.00	11	3.02	0	0
P25,001.00 and above	30	8.24	4	1.09
Total	242	66.48	122	33.50
<b>Type of School</b>				
Public	170	46.70	86	23.63
Private	72	19.78	36	9.89
Total	242	66.48	122	33.52
<b>Closet family member</b>				
Father	103	28.29	14	3.84
Mother	195	53.57	46	12.64
Brother	51	14.01	17	4.67
Sister	67	18.41	4	1.09
None	0	0	3	0.82
Others	0		0	

This shows that 59.89 percent of the students were bullied of bullying ages 10 to 15 years old while 28.02 percent were both bully and bullied, 6.59 percent among 16 to 19 years old were bullied and 5.50 percent were both bully and bullied. In contrary to the findings of Honrejas (1999) that there were more bully and bullied in higher year level than grade 7. This implies that bullying experience was prevalent at younger age.

Study shows that 42.84 percent are female victim and 24.73 percent were female while both bully and bullied that 16.21 percent were male both bully and bullied and 17.31 percent were female. This implies that there were more female who are bullied and both bully and bullied compare to male. In contrary, the study of O'Moore and Hillery (1989) boys were more bullied than girls, also in contrary to the study of Rigby and Slee that there were more boys are bully.

Date indicate that 37.64 percent of parents earn an average family income which ranges from P5,000 to P10,000 were bullied while 29.12 percent were both bully and bullied. Moreover, 8.24 percent earn P25,000 and above. It can be gleaned from the data that most of the parents are classified as middle-income earners.

Furthermore, the data show that 31.79 percent of the respondents were close to their father, 66.58 percent were close to their mother, 15.76 percent were close to their brother and 19.29 percent were close to their sister. The data displays that most of the respondents were close to their mother.

On the other side, data above shows that 47.53 percent of the bullied and 14.56 percent were coming from public school while 19.28 of the bullied and 9.89 percent of both bully and bullied were from private school. This indicate that many students were enrolled in public school compare to private and it is true that many students enrolled in public this implies that the financial status of parents.

The number of the students who are involved in bullying experiences in this study were 364, out of which 73.90 percent were bullied of bullying behavior and 26.10 percent experienced both bully and victim. In similar, finding of (Olweus,1987) there were more classified as victims compare to bully at the same year level and age.

**Table 4: Nature of bullying experience among the bullied**

Items	f	Mean	SD	Description
n=364				
<b>A. Bullied experience</b>				
<b>a. Verbal</b>				
1. Called me names	347	3.07	1.32	Sometimes
4. Made fun of me because of my appearance	364	2.44	1.21	Rarely
5. Made fun of me for some reason	356	2.33	1.07	Rarely
16. Swore at me	330	2.20	1.14	Rarely
Average		2.51	1.18	Sometimes
<b>b. Physical</b>				
6. Punched me.	364	1.52	0.88	Rarely
7. Kicked me	364	1.49	0.92	Never
8. Hurt me physically in some way	362	1.78	0.91	Rarely
9. Beat me up	360	1.64	0.96	Rarely
Average		1.61	0.92	Rarely
<b>c. Social</b>				
2. Tried to get me into trouble with my friends	364	2.01	1.11	Sometimes
11. Tried to make my friends turn against me	364	2.28	1.13	Rarely
13. Refused to talk to me	364	2.09	1.05	Rarely
14. Made other people not talk to me	364	1.91	1.08	Rarely
Average		2.07	1.09	Sometimes
<b>Legend:</b>				
	Subscale	Range Mean		Description
1	1.00 - 1.49			Never
2	1.50 - 2.49			Rarely
3	2.50 - 3.49			Sometimes
4	3.50 - 4.49			Occasionally
5	4.50 - 5.00			Always

This shows the nature of bullying for the bullied and for both bullied and bully The respondents shows that four indicators of verbal bullying situations: that called me names experienced sometimes (mean=3.07); that they made fun of me because of my appearance experienced rarely (mean=2.44); that they made fun of me for some reason, swore at me experienced rarely (mean = 2.33 and 2.20). However, data shows that verbal bullying experienced in school last year and this year.

In general, the average mean is 2.51 which describes that students experienced verbal bullying sometimes, this means that verbal bullying in school is not really rampant they only experienced minimal that can be easily ease the pain whether a bully or both bully and bullied.

Furthermore, the data indicate that the respondents experienced physical bullying; that punched me, that hurt me physically in some way and beat me up rarely experienced (mean= 1.52, 1.78, 1.64) respectively; kicked me had never been experienced (mean=1.49) among the respondents.

Data discloses the respondents rarely experienced bullying on all items presented in social bullying. They tried to get into trouble with their friends (mean=2.01); friends turn against them (mean=2.28); refusing to talk (mean=2.09) and made other people not to talk to them. The overall mean was 2.07 which were interpreted as rarely experienced bullying. This leads the researcher to claim that the students under the study are rarely experiencing social bullying in school in the past year and this year.

**Table 5: Bullying Experience in Terms of Nature among the Bullied Respondents**

Items	f	Mean	SD	Description
<b>a. Verbal</b>				
1. Called me names	347	3.07	1.32	Sometimes
4. Made fun of me because of my appearance	364	2.44	1.21	Rarely
5. Made fun of me for some reason	356	2.33	1.07	Rarely
16. Swore at me	330	2.20	1.14	Rarely
Average		2.51	1.18	Sometimes
<b>b. Physical</b>				
6. Punched me.	364	1.52	0.88	Rarely
7. Kicked me	364	1.49	0.92	Never
8. Hurt me physically in some way	362	1.78	0.91	Rarely
9. Beat me up	360	1.64	0.96	Rarely
Average		1.61	0.92	Rarely
<b>c. Social</b>				
2. Tried to get me into trouble with my friends	364	2.01	1.11	Sometime
11. Tried to make my friends turn against me	364	2.28	1.13	Rarely
13. Refused to talk to me	364	2.09	1.05	Rarely
14. Made other people not talk to me	364	1.91	1.08	Rarely
Average		2.07	1.09	Sometimes
<b>Legend:</b>				
Subscale	Range	Mean	Description	
1	1.00 - 1.49		Never	
2	1.50 - 2.49		Rarely	
3	2.50 - 3.49		Sometimes	
4	3.50 - 4.49		Occasionally	
5	4.50 - 5.00		Always	

Table exhibits that overall (mean=1.23) of the respondents never bully verbally, physically and social. The data show that out of 122 identified both bully and bullied, the degree of bullying inflicted to others shows that never been classified them as bully but on the survey made they were the students who got the score 5 and above of the items categorized for

the bully. This means that both bully and bullied respondents among grade 7 was not as severe as what we had heard from the news but it was only throwing back the bully inflicted to them.

#### Effects of Bullying Experiences among the Bullied

The information collected from the respondents on the effects of bullying they had been involved in was categorized into emotional, physical and social aspects and was subjected to weighted mean analysis.

**Table 6: Effects of Bullying Experiences among Bullied (n = 242)**

Items	Mean	SD	Description
<b>Emotional Effects</b>			
1. I feel ashamed	2.05	0.94	Rarely
3. It made me feel sick	2.00	0.92	Rarely
4. Made me difficult to learn	2.19	1.05	Rarely
10. I have change my eating habit	2.03	1.17	Rarely
Mean	2.07	1.02	Rarely
<b>Social Effects</b>			
2. I couldn't make friends	1.79	1.11	Rarely
5. I didn't come to school	1.64	1.07	Rarely
7. I am frustrated	1.74	0.91	Rarely
8. Makes me get angry	2.19	1.07	Rarely
Mean	1.84	1.04	Rarely
<b>Physical Effects</b>			
6. I have injuries	1.55	0.89	Rarely
9. I have blacked eyed	1.21	0.67	Never
11. I have bruises	1.57	1.05	Rarely
12. I have wounds	1.78	1.11	Rarely
Mean	1.53	0.93	
Overall Mean	1.81		Rarely

#### Legend:

	Subscale	Range Mean	Description
1	1.00 - 1.49	Never	
2	1.50 - 2.49	Rarely	
3	2.50 - 3.49	Sometimes	
4	3.50 - 4.49	Occasionally	
5	4.50 - 5.00	Always	

As noted in, there were 12 items which were rarely effect. Extracting the first highest items in each category with the highest mean show that item 4 in emotional effect category ranked the topmost of their means. This data disclose that the bullied respondents feel that bullying made them difficult to learn (mean=2.19). This is made true because bullying affects their academic performance in school. This is followed by item 8 in social category, where makes the students get angry (mean= 2.20). Next is item 9 in physical category, they have wounds (mean=2.28). Generally, out of the 12 items in emotional, social, and physical effects of bullying among bullied only item 9 rated never all the rest rated rarely effects of bullying among the bullied respondents average mean of all category was (mean=1.81) this means the effect on them was rarely.



Table 7: Effects of Bullying Experiences among both Bully and Bullied (n = 122)

Items	Mean	SD	Description
<b>Emotional Effects</b>			
1. I feel ashamed	2.03	0.91	Rarely
3. It made me feel sick	1.87	0.95	Rarely
4. Made me difficult to learn	2.06	1.11	Rarely
10. I have change my eating habit	1.77	1.10	Rarely
<b>Social Effects</b>			
2. I couldn't make friends	1.74	1.12	Rarely
5. I didn't come to school	1.58	1.05	Rarely
7. I am frustrated	1.63	0.89	Rarely
8. Makes me get angry	2.11	1.08	Rarely
<b>Physical Effects</b>			
6. I have injuries	1.48	0.86	Rarely
9. I have blacked eyed	1.20	0.62	Never
11. I have bruises	1.56	1.04	Rarely
12. I have wounds	1.77	1.12	Rarely
Mean of means	1.73		Rarely

## Legend:

	Subscale	Range Mean	Description
1	1.00 - 1.49	Never	
2	1.50 - 2.49	Rarely	
3	2.50 - 3.49	Sometimes	
4	3.50 - 4.49	Occasionally	
5	4.50 - 5.00	Always	

As noted in there were 12 items which are rarely. Extracting the first highest items in each category with the highest mean show that item 4 in emotional effect category ranked the topmost of their means. This data disclose that both bully and bullied respondents feel that bullying made them difficult to learn (mean=2.06). This is made true because bullying affects their academic performance in school. This is followed by item 8 in social category, where makes the students get angry (mean= 2.11). Next is item 9 in physical category, they have wounds (mean=1.77). Generally, out of the 12 items in emotional, social, and physical effects of bullying among both bully and bullied only item 9 rated never all the rest rated as rarely effects of bullying among the both bully and bullied respondents average mean in all category was (mean=1.73) this means the effect on them was rarely.

The findings of the study substantiate the study of Abel (2010) where he discloses that there were negative effects from bullying on the victim and on both bully and bullied. Students who were bullied and both bully and bullied often suffer academically due to the difficulty of learning and this will lead to have fear and choose not go further education because of bullying atmosphere encounter in school environment.

Although the findings of this study indicate that bullying was not severe as what we have heard from the news. Cotabato City secondary schools were still had safe environment for learning. The Child Protection Policy and Anti-bullying Policy was adopted and collaboratively design with the school policy is fully implemented in every private or public school.

**Table 8: Significant Difference on the Effects of Bullying Experience when Grouped According To Emotional, Social and Physical Aspects**

Items	n	mean	SD	Df	t	p	Description
<b>Emotional</b>							
Bullied	242	2.07	0.08	3	2.35	0.035	Significant
Both bully & Bullied	122	1.93	0.14				
<b>Social</b>							
Victim	242	1.84	0.2415	3	2.35	0.994	Not Significant
Both Bully& Bullied	122	1.76	0.2395				
<b>Physical</b>							
Victim	242	1.53	0.2358	3	2.35	0.097	Not Significant
Both Bully & Bullied	122	1.52	0.2358				

**Legend:**

t-range	Description	p-value	Description
3.5-4.0	Very High	NS	Not Significant
2.5-3.4	High	S	Significant
1.5-2.4	Moderate		
0.5-1.4	Low		
0.0-0.4	Negligible		

**Emotional effects of bullying among victim and bully-victim**

The data shows that the emotional effects of bullying in which bullied were 242 and 122 were both bully and bullied. The mean for the bullied was 2.07 while both bully and bullied was 1.93. The t-value was 2.35 which is significant level at 0.05. This shows that there was a significant different on the effects of bullying among the bullied and both bully and bullied students.

**Social effects of bullying among Bullied and both Bully and Bullied**

The data further indicates that the social effects of bullying, the mean for the two groups were 1.84 and 1.76 respectively and standard deviation is 0.2415 and 0.2395 respectively. The t-value is 2.35 at significant level of 0.05. The results show that there is no significant different in the effects of social bullying between the victim and the bully-victim.

**Physical effects of bullying among Bullied and both Bully and Bullied**

The data show that the effects physical bullying the mean of the bullied and both bully and bullied were 1.52 and 1.53 respectively and the standard deviation were the same 0.2358. The t-value is 2.35 at significant level of 0.05. This implies that there is no significant different in the effects of physical bullying between the bullied and both bully and bullied.

Overall, the difference between the variables is significant on the emotional while on the social and physical had no significant effects between the bully and both bully and bullied. This is to assert further that the effects of bullying sometimes actually hate the way they treat their bullied but somehow feel justified in doing so since they are abused by others as well. If the bullied and both bully and were not treated or stopped this will affect the type of life they live.

Coping strategies on bullying experiences

The information collected from the respondents on the coping strategies they were using coping with bullying experiences was subjected to percentage analysis.

**Table 9: Coping Strategies on Bullying Experiences**

Items	f	Mean	SD	Description
n = 364				
1. Reporting to school authority/ counselor	362	1.76	0.73	Effective
2. Bullying the person back	364	1.46	0.62	Not Effective
3. Running away from school for many days	364	1.28	0.57	Not Effective
4. Telling their parents	364	1.81	0.77	Effective
5. Avoiding person	364	1.60	0.75	Effective
Total		1.57		Effective

Legend:

Scale	Range Mean	Description
1	1.00 - 1.49	Not Effective
2	1.50 - 2.49	Effective
3	2.50 - 3.00	Very Effective

As noted in the data there were 5 items which were perceived as effective strategies to avoid. Extracting the first 3 highest mean shows that item 4 ranked the topmost of their means. This data disclose that telling their parents (mean=1.81). This is true to the students that parents served as their shield from harm. This was followed by item 1, reporting to the authority or counselor (mean=1.76). Next is items 5, where students tend to avoid the person (mean=1.60). For items 2 and 3 which means are 1.46 and 1.28 respectively are not effective strategies avoid bullying. The findings support the idea of Abel (2010) who observed that if a parent knows that their child is bullying than they must take steps to stop this behavior and going to counseling can help get to the root if the issue and the bully to change their behavior before is too late.

#### 4. MAJOR FINDINGS OF THE STUDY

The following are the major answers to the objectives being sought:

1. Generally, out of 368 students, 364 or 98.91 percent experienced bullying, 4 or 1.09 percent had not been encountered bullying experiences, Most (59.89%) of the victims and (28.02%) were 10 to 15 years old ; 24.73 percent was male bullied and 42.85 percent was female bullied while 16.21 percent was male both bully-bullied and 17.31 was female both bully-bullied. Most of them whose parent's monthly average income has an average between P 5,000.00 to P10, 000.00. Furthermore, 47.53 percent of victims and 14.56 percent of both bully-bullied came from public schools while 19.78 percent of the bullied and 9.98 percent of both bully-bullied coming from private. Most of the respondents were close to the mothers neither bullied nor bully-bullied.

2. The findings on the prevalent on the nature of bullying experienced is not severe as what we had heard from the news, television and other media. Verbal and social bullying is sometimes experienced by the respondents. This means that Cotabato City secondary school is a safe for learning environment. Physical bullying rarely experienced among the

students. This is due the Child Protection Policy and Anti-bullying Act of the department was well disseminated not only to students, teachers but also to the community as well. Calling me names is the topmost experienced by the students. It was easily being told to the victims that can affect the emotional aspects of the students.

3. The findings further indicated the consequences of bullying. Many of the students who participated in the study were emotionally affected that tend to suffer from low self-esteem. The effects of repeated bullying the victim get angry that will lead to become bully. This study show that there were no bully student but they were bullied as well as bully at the same time, similarly, Alfred Adler's concept of inferiority complex that who don't feel accepted, competent of to belong to desired groups they developed bad feelings about themselves, become frustrated and may result to misbehavior in their drive towards competence.

4. The difference between the bullied and bully-bullied's emotional effects. It was found out that there is a significant different between bullied of feeling ashamed, feel sick, difficult to learn and changing in eating habit with the bully-bullied that is in reverse to the social and physical effects which is not significant. The social effects of the bullied and the bully-bullied were couldn't make friends, didn't come school, feeling frustrated and getting them angry has no significant different. Similarly, the physical effects of bullying experienced has no significant different between the bullied and the bully-bullied in term of having injuries, blacked eyed, bruises and wounds.

5. With regards to coping strategies, in order for the bullied students not to continue to be bullied, they adopted some strategies which they were using in coping with being bullied. The top three strategies being used by the students were telling their parents, reporting to the school authority/counselor and avoiding the person.

## 5. CONCLUSIONS

The findings of this study showed that bullying is a global problem and it can be found in every school all over the world. It is too often seen a way of life for young people in any society. This study concluded that the prevalence of bullying among grade 7 in Cotabato City is consider as almost all of the respondents experienced rarely in terms of verbal, social and physical bullying experiences therefore secondary in Cotabato City is as safe environment for learning. Furthermore, this study found out that bullying has three category; bullied, bully and bully-victim and we must look into consideration that bullied become a bully in such a way of treatment of other students and they are force to bully back , it is important of early detection of these kind of cases to minimize or eradicate bullying among students. Bullying either bullied or bully has an effect on the emotional, social and physical aspect of every student with bullying experience or involved in bullying.

The magnitude of differences between of the variables indicates that the effects between the victim and both bully -bullied have no significant difference in terms of social and physical and significant different in terms of emotional. It is also important to consider that young as they are, the vulnerability of the students towards the experiences they had encounter in school, at home, as well as in the community are prone to produce hazardous consequences to their whole life if not closely guarded. It is also concluded that the bullying experiences of the students appeared to have a rarely impact in their developmental growth.

Furthermore, the study concludes that students are aware of coping strategies to avoid bullying and the teachers, school administrators and stakeholders must look into.

## 6. RECOMMENDATIONS

In view of the conclusion of the study, the following are recommended:

1. There should be school-wide education, training of early detection and support for students at risk of being involved in bullying.
2. The anti-bullying policy must be well disseminated and have an active committee and members to settle cases of bullying and strengthen school policy
3. There intensify values formation activities, both co-curricular and extra-curricular activities in every school to divert the attention of students toward more productive and meaningful undertakings.
4. The teachers should have skills and knowledge in classroom management and control resulting to have a student's friendly environment should be established in the classroom.

5. The school should provide counseling and support for students at risk of being involved in bullying. Guidance must come up with well-planned guidance program that focuses on the behavioral modification of students in collaboration with other agencies and be employ to all secondary schools in the city.
6. The schools and home should have collaboratively to instill good values on the students.
7. The school and community should have a peace zone area.
8. Parents and teachers association must be fully functional in all it tasks and responsibilities. Strengthen home and school partnership be actively involving parents in homeroom guidance, seminars, community and school-related activities
9. The parents should model positive behaviors to their siblings.

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