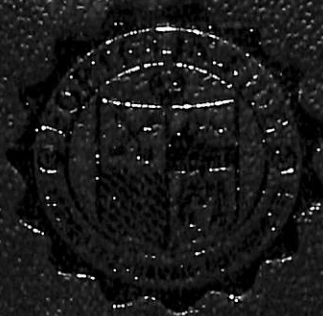


UNIVERSITY OF DAVAO  
A State College of Education of the Students of  
Ateneo De Davao High School



A Research  
Presented to  
The University Research Council  
Ateneo De Davao University  
Jacinto St., Davao City

In Partial Fulfillment  
of the Requirements for the  
Basic Education Research  
of the Ateneo De Davao University

MICHEL P. DALLISAN, II, RCC  
CARLO D. CUIANG  
SIDREY JANE L. RICAFORT

February 2013

**IT'S NOT FUNNY ANYMORE!**  
**A Study on the State of Bullying of the Students of**  
**Ateneo De Davao High School**



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In Partial Fulfillment  
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Basic Education Research  
of the Ateneo De Davao University

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MIGUEL P. DAILISAN, II, RGC  
CARLO D. GUIANG  
SHERYL JANE L. RICAFORT

February 2013

## APPROVAL SHEET

This research entitled, "IT'S NOT FUNNY ANYMORE! A Study on the State of Bullying of the Students of Ateneo De Davao High School", prepared and submitted by Miguel P. Dailisan, II, RGC, Carlo D. Guiang, and Sheryl Jane L. Ricafort in fulfillment of the requirements for the contract between the Student Development Center and the University Research Council, has been examined and is hereby recommended for approval and acceptance.

*Michael I. Pineda, SJ*  
FR. MICHAEL I. PINEDA, S.J.  
Principal

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ACCEPTED in partial fulfillment of the requirements for the Basic Education Research contract.

  
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February 2013

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**Ad Majorem Dei Gloriam!**

**The Researchers**

**IT'S NOT FUNNY ANYMORE!**  
**A Study on the State of Bullying of the Students of**  
**Ateneo De Davao High School**

Miguel P. Dailisan, II, RGC, Carlo D. Guiang, Sheryl Jane L. Ricafort

---

**ABSTRACT**

This study aimed to look into the state of bullying in the Ateneo de Davao High School. Using the qualitative method of research, the study employed the use of Secondary data from concerned offices in the school, Focused Group Discussion (FGD) and Key Informants' Interview (KII) to gather responses from 155 high school students on their perception and understanding of bullying. Data gathered included six major themes namely, understanding of bullying as perceived by both sexes from all year levels in the high school; forms of bullying; effects of bullying; common venues and time of bullying; perceived circumstances that lead to bullying, and towards developing a comprehensive anti-bullying program. Results show that across year level, bullying in the Ateneo de Davao High School is understood as an unintentional or intentional act of many forms that hurt persons emotionally and physically and that it involves an unequal power relations – where one is more powerful than the other, and may be done once or more in several instances and has immediate and/or long term negative effects to its victim/s. It is concluded that this study be used as reference in developing a more comprehensive anti-bullying program in the High School, the basic education level and the university as a whole.

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---

**EXECUTIVE SUMMARY**

This study aimed to look into the state of bullying in the Ateneo de Davao High School. Using the qualitative method of research, the study employed the use of Secondary data from concerned offices in the school, Focused Group Discussion (FGD) and Key Informants' Interview (KII) to gather responses from 155 high school students on their perception and understanding of bullying. Data gathered included six major themes namely, understanding of bullying as perceived by both sexes from all year levels in the high school; forms of bullying; effects of bullying; common venues and time of bullying; perceived circumstances that lead to bullying, and towards developing a comprehensive anti-bullying program.

Results show that across year level, bullying in the Ateneo de Davao High School is understood as an unintentional and intentional act of many forms that hurt persons emotionally and physically and that it involves an unequal power relations - where one is more powerful than the other, and may be done once or more in several instances and has immediate and/or long term negative effects to its victim.

The study also shows forms of bullying present in the Ateneo de Davao High School, namely, Verbal, Physical, Relational, Cyber, Racial, and Sexual

Bullying; and four common effects, namely, Psychological, Physical, Academic, and Relational.

A large majority of the respondents identified the classroom as the place where most bullying happens. Aside from the classroom, other venues are the comfort rooms, corridors, the canteen, and the Martinez Sports Center due to the absence of school authorities. Some respondents also shared that bullying also commonly happen outside the campus particularly at the Matina Town Square (MTS) and Juna Subdivision. Majority of the respondents believe that bullying happens more in crowded than in secluded places, but with less school authority, because bullies want to humiliate their victims, but are afraid to be caught by teachers.

Bullies hurt others because of varied reasons. Said reasons are categorized into three, namely: Bullying tendency as caused by others – family, peers, school, and by the victims themselves; Bullying for personal gain; and Bullying due to a personal concern. Those respondents who reported bullying due to their families shared that they are also bullied by some of their family members and fail to retort, hence, they throw it on their schoolmates. Moreover, some respondents observe that bullies harass others because of peer pressure – that is, a student becomes a bully because he wants to belong to a popular group of bullies. Some blame the school for being so inconsiderate or harsh, while others blame the victims themselves saying that they (the victims) are actually asking to be bullied. On the other hand, victims tend to be bullied because of their Physical Appearance; Attitude and Behavior; and Ethnicity.

Furthermore, respondents believe that sanctions will not help unless there are proper interventions given. Many agree though on the idea of dismissal or suspension as a sanction for bullying depending on the degree and frequency of the act. Varied suggestions for intervention were given which the respondents think are helpful for both the bullied and the bullies, namely, face-to-face conference with a mediator, individual counseling, and referral to a psychologist. Moreover, respondents were able to identify the best practices they have observed in the Ateneo de Davao High School, namely, orientation about Bullying during their Psych-Ed Classes and the students are confident and comfortable to go to the Student Development Center (SDC) for help. The respondents share that they find the SDC as a place where they can vent out their anger and frustrations, and a venue where they can confidently report cases of bullying because they see the SDC facilitators as trustworthy and non-judgmental.

Based on the results of the study, the researchers give the following recommendations to be considered by the school:

1. Since a large majority of the students across year level and gender see bullying differently than the prevailing definition of bullying – particularly its element of *non-intentionality* and *non-repetitiveness*, it is recommended that the school adapt the study's definition of bullying in the school's Student-Parent Handbook whereby its unique characteristic is highlighted – may be unintentional, and may be done once. Furthermore, that the forms and effects of bullying also be added in the Student-Parent Handbook. Moreover, that said

definition of bullying with its identified forms and effects be posted in every classroom for it to become a constant reminder to all students.

2. The study reveals that many of the students, particularly those who were victims of bullying, do not feel the full support of the school. This is because they observe that no actual cases of bullying are being dealt with accordingly. This is also a cited reason, according to the participants of this study, why victims are afraid of reporting incidences of bullying. They share that things will just get worse if they report the bully because the bullies are strong, and the school does not do enough to stop them. Hence, the researchers of this study recommend that the administration in cooperation with all sectors of the community (administration, parents, and students) should come up with dynamic programs and campaigns with the objectives of making the students conscious of the dangers and threats of bullying, to discourage the bullies from harassing others, and to empower the victims and the bystanders to report incidences of bullying inside and outside the campus.

3. The study further reveals that bullying commonly happens in places and times where authorities are not visible. It is highly recommended then that greater presence of teachers and administrators at the corridors and school grounds during recess, lunch, and dismissal time be considered. A shifting scheme for volunteer teachers may be designed to address this concern. An alternative compensation for said volunteer teachers may be worked on – e.g. cafeteria food chits, gift certificates, or cash gifts.

4. Also to assist school authorities in enforcing a school safe from bullies, the school may look into the possibility of adding more CCTV along the corridors of the academic building, and secluded places like the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> floor of the Martinez Sports Center.
5. The whole Ateneo community be vigilant in countering bullying by dealing with bullying cases seriously.
6. Since the study reveals that some bullies may also be victims of bullying, it shows that bullies also need the help of the school to make them realize the significance and implications of their actions. The researchers recommend then to adapt the idea of “restorative discipline” in dealing with bullying cases, where the bullies are seen not just as perpetrators but also as victims at some extent, who needs help.
7. Adapt an anti-bullying program that will be integrated in the curriculum specifically in the homeroom guidance program.

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# CHAPTER I

## INTRODUCTION

### **Background of the Study**

Ateneo de Davao High School is geared towards forming not only academically exceptional graduates, but also students who generally possess deep spirituality and a healthy self worth. Moreover, as a Jesuit High School, it recognizes the holistic development of the student and further insists on individual care and concern for each person (CJE 42). It provides varied programs which open up opportunities for the students to grow and be wholly formed. For this goal to become a reality, the school tries its best to provide every student a safe place to learn - a place where every student is free from any form of harm, comes to school without fear and enjoys the rigors of education (*Ateneo de Davao High School Student-Parent Handbook, p. 36*). Ateneo envisions of a school community which promotes mutual care and support for everybody. Unfortunately, the phenomenon of bullying appears to be prevalent in the community and apparently student bullies wander in Ateneo High School. The presence of bullies poses a threat to its thrust of *Cura Personalis* and further defeats the course to create an environment conducive to learning and the formation of a holistic person.

It is common knowledge among Ateneo de Davao High School teachers, guidance counselors, administrators, and even among students, that bullying is a thriving problem in school that needs immediate attention and solution. A 2011

survey on bullying conducted by the Student Development Center (SDC) among 275 First Year students revealed that an astounding 82% of them said that they experienced some form of bullying. Of those who experience bullying, 33% responded that they were often bullied, 45% said occasionally, and 8% said they were bullied on a daily basis. The most common form of bullying for the respondents were name calling (41%), and teasing (65%). It was not a shock then to note that 53% of the respondents considered bullying as a problem in the school.

This observation is not exclusive to Ateneo de Davao High School alone. In fact, Caroline J. Howard of ANC, reported that a study commissioned by the United Nations Children's Fund (UNICEF), the Council for the Welfare of Children, and Plan International shows that 6 out of 10 Filipino high school students experienced various forms of abuse from their peers (<http://www.abs-cbnnews.com/anc/10/27/11/why-ph-needs-anti-bullying-law>). Moreover, according to an Asian Pacific Regional Study the Asia Pacific Education Review in 2008 shows that Filipino children have a 57% to 58% higher rate of being "made fun of" than schoolchildren in Australia, Hong Kong, Indonesia, Japan, Malaysia, New Zealand, Singapore and Taiwan. In all categories, the Philippines ranked higher than the rest of the aforementioned countries. (<http://www.abs-cbnnews.com/features/09/11/09/grabbing-bully-horns-violence-schools>).

Indeed, bullying in school is a serious concern that should be given an immediate attention. At the Ateneo de Davao High School however, observations, anecdotal records, verbal and written complaints of bullying were

not properly documented. These remain unaccounted and in a sense become trivial data because there was no conscious effort to systematically gather information to fully support the claim that bullying indeed exist in the school.

Despite the lack of systematically gathered concrete data to support that bullying was happening in the Ateneo High School, the then High School Principal Fr. Anthony C. Pabayo, S.J.during the school year 2007-2008 called for a student general assembly, firmly stressing that the highest sanction will be imposed upon those who dare to continue being a bully, hence, the birth of the Anti-Bullying Policy of the Ateneo High School (*Student-Parent Handbook, p. 37*). In spite of the stern warnings, and the enforcement of an Anti-Bullying policy, bullying activities and bullies apparently continue to thrive in the school.

The researchers continue to observe the ill effects of bullying in the campus. Some of which are physiological in nature as proven from the log book and referrals of the school nurse such as malingering and hyperventilation; anecdotal records and counseling reports from the Student Development Center shows that some victims display socio-psychological effects such as perceived drop of student's self esteem and self worth, self-exclusion, depression, self-inflicted pain, and the like.

It was in this context that the phenomenon of bullying in the Ateneo High School was addressed and given immediate priority. Thus, the reason why the researchers conducted this study.

## **Problem of the Study**

The Ateneo de Davao High School hopes to build a bully-proof environment which will further promote its vision of molding a holistic individual, "the fullest possible development of each person's individual capacities at each stage of life".(CJE 109) However, the observed presence of bullies and bullying behavior threaten the said vision of the school and its thrust on the concern for individual person(CJE 43). Furthermore, the absence of systematically gathered data on bullying holds the school from creating a comprehensive and effective anti-bullying program.

## **Objectives of the Study**

Generally, this study seeks to describe the present state of bullying in the Ateneo de Davao High School campus.

Specifically, the study aims to:

1. Present the high school students' understanding of bullying;
2. Describe the bully relative to sex and gender
  - a. Forms of Bullying
  - b. Perceived Effects
3. Describe the circumstances surrounding bullying in terms of:
  - a. Predisposing conditions
  - b. Time of Occurrence
  - c. Venue
4. identify the forms of bullying committed;

5. describe effects of bullying on students relative to sex and year level of students;
6. determine the most common venue and time of bullying;
7. know what are the perceived circumstances that lead to bullying; and
8. gather recommendations that can be used to address bullying in the campus.

### **Operational Definition of Variables**

1. **Bullying** is defined as intentionally aggressive behavior that can be done repeatedly and can take many forms such as verbal, physical, social/relational/emotional, or cyberbullying, or any combination of this. For bullying to thrive, it should involve three considerations; an intention to harm, an imbalance of power and repeated or continual occurrences. (Olweus, 1993)
2. **State of Bullying** is defined as the situation of bullying at the time of the study.

### **Significance of the Study**

This study will serve as a baseline data on the topic of bullying in the Ateneo de Davao High School which may lead to:

1. awareness of the Ateneo community of the state of bullying in campus particularly on:
  - a. the students' definition of bullying

- b. forms of bullying done by boys in comparison to girls in different year levels,
  - c. effects of bullying to boys in comparison to girls in different year levels
  - d. most common venues of bullying
  - e. Perceived circumstances that lead to bullying;
2. improvement of the existing Anti-Bullying Policy of the school,
    - a. creation of a comprehensive and effective anti-bullying program,
    - b. development of Homeroom class module on bullying for class moderators
    - c. revision of Psych. Ed. Class module of the Student Development Center,
  3. integration of bullying as a topic in the creation of lesson plans by different subject areas,
  4. aiding guidance counselors in creating their counseling action plans, and
  5. use the results of the study in the enhancement of the anti-bullying program in the basic education level and the university at large.
  6. an invitation for further studies that would investigate other issues on bullying in the Ateneo de Davao High School such as:
    - a. profile and relationship of a bully, victims and the bystander,
    - b. bullying in relation to academic performance,
    - c. bullying in relation to socio-emotional development, etc.

## **Scope and Limitation of the Study**

The study will cover all year levels of the Ateneo de Davao High School, school year 2011-2012.

The study will be limited to the use of secondary data from the office of the Prefect of Discipline, the Student Development Center and the School Clinic such as available anecdotal records, counseling notes and several written complaints. The participants for the Focus Group Discussion and the Key Informants Interview are student-volunteers which represents all year levels. Furthermore, names and identity of respondents from the Focus Group Discussion (FGD) and Key Informant Interview are replaced with fictitious names to protect their identity.

The researchers also think that the conduct of a talk on bullying prior to the study with the objective of educating the students about the negative effects of bullying and motivating them to participate in the study may threaten the strength of this study. The said talk might contaminate the respondents notion of bullying, leading them towards having a bias against bullying behavior and the bullies.

## **CHAPTER II**

### **METHODOLOGY**

#### **Research Design**

This is a qualitative study on the state of bullying in the Ateneo de Davao High School. A qualitative study aims to understand a particular situation and makes sense of social phenomenon through observation and interviews. It is about exploring issues and understanding phenomena.

#### **Data-collection**

This study utilized a triangulation approach in the gathering of data:

- I. Review of secondary data which came from loose anecdotal records from the Office of the Prefect of Student Affairs, Student Development Center and the School Clinic.
- II. Focus Group Discussion (FGD) with volunteer High School students, Class Moderators, Guidance Counselors, Prefect of Student Affairs, Campus Ministers and School Nurse.
- III. Key Informants Interview where participants were identified from the FGD sessions.

#### **Research Participants**

The participants of this study were selected students aged 12 to 16 years of the Ateneo de Davao High School for the school year 2011-2012. There were

149 actual participants in the Focus Group Discussion(FGD) coming from first year to fourth year levels. All in all, there were 75 boys and 74 girls in the Focus Group discussion. Selected Class Moderators coming from the four year levels were also invited to take part in the FGD. In the individual interview, 6 students were also identified to take part in the Key Informant Interview (KII).

The Student Development Center of the High School together with the researchers conducted a school-wide bullying awareness talk wherein students were invited to participate in this study. The participants of the study were the students from different year levels who responded to the said invitation.

**Table 1**

**Number of Participants**

| Year Level               | Male | Female | Total |
|--------------------------|------|--------|-------|
| 1 <sup>st</sup> Year FGD | 45   | 21     | 66    |
| 2 <sup>nd</sup> YearFGD  | 15   | 24     | 39    |
| 3 <sup>rd</sup> YearFGD  | 10   | 26     | 36    |
| 4 <sup>th</sup> YearFGD  | 5    | 3      | 8     |
| KII                      | 4    | 2      | 6     |
| TOTAL                    | 79   | 76     | 155   |

## **Data Gathering Procedures**

### ***I. Review of Secondary Data***

1. The researches wrote a letter of request to the following offices asking for anecdotal records of cases which may imply bullying:

- a. Office of the Prefect of Student Affairs,
  - b. Student Development Center,
  - c. School Clinic,
  - d. Office of the Registrar, and
  - e. Campus Ministry Office. .
2. Upon the approval of the request, the researchers reviewed and collated the gathered data considering the following:
- a. Sex of the bullies and victims
  - b. Year level
  - c. Forms of bullying
  - d. Effects of bullying
  - e. Venues of bullying
  - f. Perceived circumstances

## ***II. Focus Group Discussion (FGD)***

1. Interview guide was prepared for each FGD sessions.
2. The researchers with the help of the Student Development Center Facilitators conducted a bullying awareness talk in their Psych-ed Classes.
3. After the said discussion, the researchers and the Student Development Facilitators distributed prepared volunteer sheets that signified the interest of students to support and participate in this study as a respondent. The Volunteer Sheets (VS) consisted of the student's name, section and contact number, and a checklist that

indicated their willingness or reluctance to participate.

4. The researchers gathered the VS and identified the volunteers.
5. The volunteers were given an affirmation letter containing the objectives of the research and FGD, schedule and the venue.
6. During the FGD session, the researchers discussed the objective and purpose of the research project, ethical considerations and the confidentiality of their identity. Moreover, they were also informed that their responses will be noted in order to help the researchers. Furthermore, the respondents for FGD were grouped according to sex and year level.
7. There were 8-12 respondents per group for each FGD session. One (1) main facilitator conducted the session and another one (1) was tasked to observe and document the whole proceedings of the FGD. Each FGD session was tape-recorded.
8. The main facilitators and co-facilitators conducted cross-checking of information every after a session.
9. At the end of all the FGD sessions, the researchers identified the possible Key Informants. A letter was given to them for confirmation purposes.

### **3. Key Informants Interview (KII)**

- a. Interview guide was prepared for each FGD sessions.
- b. After collecting the confirmation letter from the Key informants, the researchers contacted each informant for their individual schedules

and the venue for KII session.

- c. The interviews were conducted simultaneously with the help of the Student Development Center Facilitators.
- d. After all the informants were interviewed, the researchers will conduct a cross-checking of information to confirm that the notes reflected more than one background or viewpoint.

### **Data Analysis**

The researchers used Thematic Analysis in this study. Based from the secondary data, Focused Group Discussion and the Key Informant Interview results, the researchers read, reviewed, noted and identified all the initial ideas. After identifying all the interesting features that are relevant to the study (such as the sex of the bullies and victims, year level, forms of bullying, effects of bullying, venues of bullying and the perceived circumstances), these data were categorized in a systematic way according to themes and sub-themes.

Using the initial themes, the researchers developed a thematic map of the analysis in order to classify each theme at a broader level extracting within the identified themes and looking into their relationships, levels, etc. Each themes and sub-themes were reviewed and refined considering the validity of individual themes in relation to the data set. These themes were defined and refined into what its essence all about and determine what aspect of the data it captures in order to come up with the final report.

## **Ethical Considerations**

The researchers observed the following ethical considerations:

1. Identity of all the respondents be guarded with strict confidentiality;
2. Due to the sensitivity of the questions, stereotyping or labeling of and by respondents of FGD and KII were given due importance. In case of alarming labeling of and by respondents, processing by the facilitators were given after the sessions.

## **CHAPTER III**

### **DATA ANALYSIS AND INTERPRETATION**

This part of the study discusses the following: I.) students' definition and context of bullying; II.) forms bullying; III.) effects of bullying; IV.) most common venues of bullying; V.) the perceived circumstances that lead to bullying; VI.) and, developing comprehensive program to address bullying incidents in the campus. The findings are presented in a manner that readers will have a sense of response by year level and by sexes.

Students' responses were based on Focused Group Discussion (FGD) and Key Informants' Interview (KII) sessions.

#### **I. UNDERSTANDING OF BULLYING: DEFINITION AND CONTEXT**

This part of the study reveals several interesting findings that are not very popular with existing literatures. The following result of the study shows a rather different understanding of bullying particularly on the area of intentionality and repetitive nature of the act of bullying. Furthermore, this part shows the difference of playing around and bullying, and what the respondents say about bullying as being a "part of growing up."

##### ***Students' Understanding of Bullying***

The respondents seem to suggest that bullying is an unintentional or intentional act of many forms that hurt another person physically and/or

emotionally. It involves unequal power relations, and may be done once or more. Furthermore, it poses immediate and/or long-term negative effect/s to its victims.

This understanding seems to highlight two different dimensions of bullying which existing literature does not seem to consider – namely, the *non-intentionality of the act of bullying* and its *non-repetition*.

Present literature seems to always consider the bullying act as intentional. Even the Senate S. No. 413 otherwise known as the Anti-Bullying Act as introduced by Senator Antonio F. Trillanes IV defines bullying as “any intentional written, verbal, or physical act.”

On the other hand, existing literature also see bullying as repetitive in nature and does not seem to consider that it can happen just once. As Sullivan (2011, p.10) puts it, “bullying is a conscious, willful and repetitive act of aggression...” Likewise, the National School Board Association of Alabama (2012 p.1) defines it as a continuous pattern of intentional behavior...” Even our own High School Student-Parent Handbook (2012, p. 50) supports the repetitive aspect of bullying stating that “bullying is an act of aggressive behavior that occurs repeatedly over time to create an ongoing pattern of harassment...”

The respondents of this study gave several answers when asked to define bullying, but they seem to agree on the following elements of a bullying behavior, namely:

- A. Intentionality / Non-intentionality to hurt another person;
- B. Negative act of many forms;
- C. Unequal Power Relations;

D. Repetitive / Non-repetitive nature of the act; and

E. Effect(s) to the victim(s).

The following is an elaboration of the elements of bullying as stated above.

**A. Intentionality / Non-intentionality to hurt another person.**

Majority of the respondents mentioned that a bully intends to hurt one's victim. That the act is "*deliberate*" (Allen, Fourth Year, FGD), and "*not just a simple spur of the moment*" (Trish, Second Year, FGD).

Intentionality of bullying is evident according to respondents in instances where the bully plans actions to harass the victim; when the act is repeated even after obvious pain has been inflicted on the victim or when the victim asks the bully to stop; and when the bully showed conscious effort to contemplate on his/her actions before carrying it out. The following are personal statements of respondents to illustrate the said points:

One respondent suggests that his tormentors planned their act to bully him.

*"Almost every recess time they know that I pass by the same corridor, aabangan na nila ako, tapos aasarin...iniwasan ko na lang sila. "* (...they would wait for me, and then mock me...I just avoid them.) (Billy, First Year, FGD)

Another respondent also narrated how cruel a bully could be in his/her intention to inflict pain and harassment to his/her victim. The bully repeatedly

harasses his victim even after the latter cried and reported the incident to a teacher.

*“Parati po ako ginabully ni Mark. Ginaparinggan niya ako ng pangit, pimpolon, kalkag og buhok at marami pang iba. One day, during lunch... ginaparinggan na naman niya ako, and hindi ko na makaya kaya napaiyak na lang ako. Huminto naman agad siya. Sinumbong ko siya sa moderator namin. Pero, the following day, sa School Mass, nakaupo si Mark sa likod ko, and sige siya sabi ng: nganong naa may pangit diri sa Ateneo oy! Mawala na lang unta na sila! Gina-deny niya na ako ang ginaparinggan niya, pero alam ko na ako talaga sinasabihan niya. Feel ko na ako talaga yun! Hindi ko na alam kung pano siya ma-stop...”* (Mark bullies me all the time. He would indirectly call out to me ugly, pimples, messy hair, and a lot more. One day, during lunch...he was bullying me again, I cannot bear it anymore so I cried. He immediately stopped teasing me that time. I told my moderator about what he’s been doing. But the following day, during our School Mass, Mark was sitting behind me, and he kept on saying: why are there ugly people here in Ateneo! I hope they will be out of this school! He denied that he was referring to me, but I know that he was talking about me. I can feel that it was me he’s talking about! I don’t know how to make him stop anymore...) (Sheila, Third Year, KII)

One respondent admitted that she now bullies other people because she experienced being bullied herself. With a hint of rage and desire for revenge, her response clearly showed that a bully seems to contemplate on their action of causing pain to others. Hence, their intention of inflicting harm is very strong.

*“I want this person to suffer more like I do. ...I don’t deserve this. Bakit ito nangyayari sa akin? (Why is this happening to me?) I want to let others experience this para ma-feel nila na hindi lang sila ang may karapatang mam-bully.”*( ...so that they would feel that it’s not only them who has the capability to bully others.) (Alyanna, Fourth Year, FGD)

The above responses seem to support Tattum and Tattum (1992) who proposed that bullying is a “willful, conscious desire to hurt another and put

him/her under stress” (Bullying, VF). Bullying then, seen as a desire, would mean that the bully wants to hurt somebody - and knows it. This understanding of bullying is shared by Dan Olweus (1993) himself, the man considered as the forerunner on the study and fight against bullying. He described bullying as a “negative behavior intended to inflict injury or discomfort to another person.” (Bullying, VF)

However, a statement of one respondent, Ruben, does not seem to completely agree with the above description of bullying. He contended that a bully may not always intend to hurt another person. Hence, it is possible that the victim might be in pain inside because of the bully's act, but the bully himself/herself is honestly unaware that pain has been inflicted. Ruben here becomes an *unsuspecting bully* – a person who causes hurt to another person through an act of bullying without the intention of inflicting pain.

*“Nung first year ako sir, meron kasi kaming (When I was in first year, we had an) American classmate. He's the only foreigner in the class. So, wala...me and my friends would just go out teasing him. We would say that Americans are no good and that Filipinos will someday invade America. He would just laugh with us, and start saying that Americans are more superior than Filipinos. We would joke around with him and laugh. We do it all the time, so akala namin nung una ok lang (at first, we thought it was alright with him). We weren't aware na na-hu-hurt na pala siya sir, like, tumatawa man siya sa amin (...that he's hurt because he was also laughing with us). I thought ok lang, then there was a time na sinumbong niya kami sa parents niya (...he told his parents what we were doing). We were punished accordingly (by the school). That was the only time na narealize namin na may ginawa pala kaming masama (we realized that we did something wrong). I was surprised, we were bullies na pala.” (Ruben, Third Year, KII)*

The belief of Ruben and some other respondents highlights a new aspect of bullying not considered by existing literatures - which is the unintentionality of bullying. A controversial case where a group of first year boys (September 2012) further highlights this point. Said boys carried their classmate and attempted to throw the latter in a large trash bin. The victim, obviously distraught according to witnesses, cried hard. Later, when asked about his experience, the victim said that he felt harassed and bullied. However, when the perpetrators were asked about what they did, they responded that they were just playing around, and that they honestly did not intend to hurt the victim. One of them even relayed that he was even protecting the victim's head making sure that he will not get hurt.

This new aspect of bullying has a big implication on the anti-bullying policy of the school. It highlights the importance of the impact and effect of the bullying act on the victim despite the probable fact that the perpetrators do not intend to bully or hurt their victim. Presently, the school still defines bullying as "an intentional act," hence technically, any act seen as unintentional will not merit a sanction provided for acts of bullying. With whole fairness for both the victim and the perpetrator, the researchers believe that policy makers must consider reviewing its present definition of bullying.

With the experiences shared by the respondents above, bullying in Ateneo seem to show a new aspect – that bullying can be intentional or unintentional. That a bully can be *unsuspecting* - which means, a person can be considered a bully because he was able to cause pain and harassment to the other despite the absence of intention to hurt the victim.

## ***B. Negative Act of many forms***

Most of the respondents seem to associate bullying with different acts of hurting another person. When asked to define bullying during an FGD session, Earl, a second year student, said that bullying is “*assaulting somebody physically or verbally.*” Many of the respondents supported Earl’s answer saying that one is considered a bully if he repeatedly teases, or calls his classmates names. A number also gave different examples of acts of bullying like punching, kicking, pushing, hiding or taking their classmates belongings. Some also reported extorting money from others, and a few cases of sexually suggestive malicious act. Some also equate bullying with acts of injustice or any abusive act. Some of the respondents also experienced being isolated.

Many of the respondents shared stories and personal experiences on how they were bullied or bully other students. A more thorough discussion on this will be done under the *Forms of Bullying* part of this study.

## ***C. Unequal Power Relations***

David Farrington (1993), an influential writer on the field of bullying describes bullying as “a repeated oppression of a less powerful person by a more powerful person.” But who is the more powerful? Is it the richer student? The taller or the stouter one? The older student? The boys over the girls?

When asked to elaborate on the question of who is the more powerful student, most of the respondents said that financial status does not often define a student’s power over his/her classmates. A student’s physical stature and age is

not also a fixed determinant of power. Instead, popularity according to the respondents determines power. The more popular one is, the more powerful is the person.

When asked to describe who is popular, all of the respondents agree that they are those with a wide network of friends in the campus. Most of whom have friends across year level. These students according to Daniel, a fourth year student, tend to become "*very loud, showy, trendy and confident.*" (KII) In his book "*The Anti-bullying Handbook,*" author Keith Sullivan (2011, p.17) seem to support the above mentioned finding of this study by quoting Besag (2006) who mentioned that "*research suggests than many bullies are socially adept and possess an adequate range of social skill that allow them to manipulate the group to achieve their goals.*"

On the other hand, a respondent reported that it is likely that a senior year student bullies students from the lower years because "*seniors feel that they are the most powerful since they are the oldest students in the campus*" (Albert, Fourth year FGD) . However, the lower year victim may have the courage to retaliate if the victim has friends from the year level where the bully belongs. In this case, the victim/bully gains power from the support of his/her network of friends from the upper year levels. This shows the significance of friends in the bullying behavior. This finding of the study was supported by Field (1999, p.38), who mentioned in her book that bullies are "surrounded by friends and use their group to support them.

Moreover, most of the respondents believe that bullies bully “to appear more powerful than others”; “to show that he (the bully) is more superior than the other students.”(Glenn, First Year, FGD) These statements were reiterated by Field (1999, p.39) saying that bullies “believe that bullying makes them become more popular”, hence, more powerful.

#### ***D. Repetitive / Non-repetitive nature of the act***

Existing literature commonly presents bullying as a repetitive act. In their study entitled “Adolescents’ Experiences, Perceptions and Attitudes Towards Bullying,” Jean Healey, et. al. quoted the accumulated statements of Olweus (1993), Farrington (1993), Smith and Sharp (1994), Batsche and Knoff (1994), and Rigby (2000) all agreeing that bullying is “repeated over an extended period of time.” The same understanding of the repetitive aspect of bullying is adapted by the Ateneo de Davao High School in its definition of bullying as stated in the Ateneo de Davao High School Student-Parent Handbook.

Some respondents agree to the abovementioned aspect of bullying. As one respondent puts it,

*“For me, if a person hurts someone, we have to understand that that person may just had a bad day kaya niya yun ginawa (...that’s why he/she did it). It is not considered bullying because she/(he) was just expressing her/(his) anger. Pero ‘pag (but if) constant and then you’ll be hurting na the person and the person is actually telling you to stop and you don’t, then that is bullying.  
(Kayla, Second Year, KII)*

One respondent also mentioned that a hurtful act directed to one person is not considered bullying if the person apologizes and does not repeat the act.

However, a big majority of the respondents believe that a hurtful act may be considered bullying even if it happened only once. They contended that as long as a person intends to hurt his/her victim and that the victim was in pain and felt harassed, it is bullying. One respondent also mentioned that the bully may not know that he/she already caused fear or anxiety to his/her victim because of a single negative behavior. The respondents seem to suggest then that the feeling of the victim after a negative act has done must be given significant consideration more than the number of times the bully did the act.

*“For me sir, bullying pa rin siya kahit na once lang siya (ginawa). It doesn’t change the fact na nasaktan mo siya.” (...it is still bullying even if it was done only once. ... that you already hurt the other person.) (Aireen, First Year, FGD)*

*“Yes, it is still bullying sir kahit once. Kasi halimbawa pinahiya mo siya sa buong campus, kahit nag-sorry ka sa taong yun hindi pa rin maiwasan na may mag-tease sa kanya dahil sa ginawa mo.” (...even if was done only once. For example, if you (the bully) humiliated a person to the whole campus, even if you apologize, some students might still bully that person because of what you did.) (Ellen, First Year, FGD)*

A self-admitted bully even confirmed that an act, even done only once, may be considered bullying depending on how the victim was affected by the said act.

*“Depende yan sa tao kung paano niya i-accept ang sinabi ko sir... Yung once sinabihan ko yung isang student ng pangit... nagalit siya sa akin, pero para sa akin wala lang man yun! Pero para sa kanya, gi-bully ko na siya.” (It depends on how a person accepts it sir... Once, I called a student “ugly”... he/she got really mad at me, but for me, it was nothing! For him, I was already bullying him.) (Gilbert, Fourth Year, KII)*

This finding then suggests that the school administrators should review the repetitive aspect of bullying. That an act may be considered bullying even if it was done once as long as its motive to inflict harm is established or that the victim was gravely affected by the single act.

### ***E. Effects to the Victim***

Many of the respondents associate bullying with its effects – immediate and/or long-term. When asked to define bullying, some respondents said “*pinapababa ang self-esteem*” (makes you lose your self-esteem); that it is “*degrading and offending;*” and that it makes one “*lose concentration in the class.*”

When asked to share about the perceived effects of bullying in the campus, respondents relayed the following immediate effects of bullying – fear, humiliation, becomes self-conscious, physical and some emotional pain. Some of the mentioned effects are temporary like bruises and cuts suffered from physical bullying. However, according to the respondents, most of the aforementioned effects may lead to long-term effects when bullying is done repeatedly over a period of time, such as quit or transfer to another school, the bullied becomes the bully, the students becomes less friendly, low self-esteem, low self-confidence, depression, and some even mentioned suicide though it did not happen in the Ateneo High School.

The respondents across year level repeatedly acknowledge that bullying damages a student's self worth. The following first year students shared that the victim:

*"sees self as not human anymore."* (Kian, First year, FGD)

*"pag sinabihan ng negative, convinced that they are."*  
(Janica, First Year, FGD)

The above statements show that simple teasing or name-calling may lead to a long-term problem to a student's self-worth. "Repeatedly being told that you are worthless, incompetent, and a loser can take its toll, until one day you internalize it and believe that you are a worthless, incompetent loser (Carpenter, p. 117).

Moreover, the result of this study shows that Ateneo students reflect different categories of effects of bullying. A thorough discussion of this will be done in the *Effects of Bullying* part of this study.

### ***Difference between "Just joking around" and Bullying***

As guidance counselors, the researchers were able to talk with bullies and victims in many cases. When confronted about their behavior, bullies seem to defend themselves by saying "*it was not serious*" or "*we were just joking around.*" How do we say then that an act is just joking around or already bullying?

Most of the respondents said that an act is plain joking around if there is mutual agreement between friends that there is no intention to hurt. Said mutual agreement need not be verbalized. They call such phenomena of unspoken

agreement as “*vibes*” short for vibration, which may mean that friends operate on the same wavelength and humor. This said unspoken agreement may not be understood by other group of friends. Tightness of bond among friends is important to consider in identifying a plain joke with an act of bullying. Hence, one’s understanding of the concept of a joke is relative to the closeness of friends. As one respondent puts it,

*“...ang joking kasi depende yan sa degree ng friendship ninyo ng person. For example, kami ng friends ko grabe kami mag-joke to the point na isipin ng iba na nag-aaway na kami... ay! yung one time nagsigawan kami sa canteen. Sabi ko sa friend ko “Bitch ka gud talaga, yan gud ang ayaw ng mga tao sa’yo!” Tapos magsabi din siya, “Hindi gud, ikaw gud ang ayaw ng mga tao...” Tapos magtawa-tawa na kami. Then nalaman na lang namin na may first year na nagchismis na nag-away daw kami ng friend ko.”* (...joking around depends on your degree of friendship with a person. For example, when my friend and I joke around, some people would think that we are quarreling. Ah! One time we were yelling at each other at the canteen. I told her “You’re really a bitch! That’s why people hate you!” Then she replied “No! it’s you they hate” Then we laughed. We just heard after that, that a first year student spread a rumor that my friend and I were fighting.) (Gilbert, Fourth Year, KII)

Moreover, many respondents said that joking around is solely intended for having fun. Respondents termed it as - “*lingaw-lingaw,*” “*atik-atik,*” “*joke-joke,*” “*drama-drama,*” “*laro-laro lang*” – all in a sense mean the same - that joking around is merely “intended to entertain” (Mira, Second Year, FGD).

It is very important to note though that said entertainment or having fun must be true for both parties – that “everyone is aware that it is just a joke” (Jenny, First Year, FGD), that both parties are having fun, and that “neither (party) is taking it seriously” (Gina, First Year, FGD). As what Angelo, a first year

student said during another FGD session, joking around is *“mag-joke para masaya lahat”* (to tell a joke so that everyone will be happy).

Since, joking around is meant to make everyone laugh and is not taken seriously, *“madali lang siya makalimutan”* (it is easily forgotten) (Diana, 3<sup>rd</sup> Year, FGD), hence, “it does not affect a person (negatively)” (Ronald, Third Year, FGD).

On the other hand, bullying in comparison to a joke is intended to hurt or “to have fun at the expense of another person’s pain” (Grace, Fourth Year, FGD). Bullying may be in a form of a joke, but it is “emotionally disturbing” (Christine, Fourth Year, FGD) and “bothersome” (Ken, Third Year, FGD). One respondent describes it beautifully:

*“You can smile at it, but you don’t think and feel that it’s funny anymore.”* (Ysabel, Fourth Year, KII)

Some respondents mentioned that bullying is a joke that goes overboard. Some respondents described it as “too personal,” “below the belt,” “intense,” and “beyond the limits of *biro*” (a joke), like laughing at someone because of his/her body odor, or retelling some really humiliating or controversial experience of somebody. But again, a joke is relative to the relationship of the persons concerned. The same word may be accepted differently by other persons.

*“There are times sir na if you tease a person, alam naman niya na biro lang yun (he/she knows that you were just kidding), like for example, kami ni Leandro (Leandro and I), we would call each other “gay”pero for fun lang naman yun sir (but that’s just for fun). You know, we understand na no hard feelings. It’s just for a laugh. But there are times na if you say the same words to a different person, baka iba rin ang ma-feel nya. Baka talagang maasar siya,(...he/she might feel differently. He/she might get irritated,) it*

*will make him feel uncomfortable... annoyed...*" (Ruben, Third Year, KII)

Other respondents said that bullying is not plain kidding around. It is for real and serious, *"totohanan talaga, seryoso"* (Ruel, Luigi and Mario, First Year, FGD), hence, they "cannot forget it" (Tanya, Third Year and Alydia, Second Year, FGD), because it hits the heart, *"tagos sa puso"* (Queenie, Second Year, FGD).

A few respondents admittedly cannot identify the difference between bullying and just joking around, for them, it is just the same. While one second year respondent see joking around as the first stage of bullying. This is so, because he believes that many jokes in the high school would eventually lead to causing harm and pain to another.

Below is a table comparing bullying with plain joking around based on what the respondents have shared.

Table 2. Comparison of "Just Joking Around" and Bullying.

| <i>Just Joking Around</i>  | <i>Bullying</i>   |
|--|---|
| ◦ intended for having fun, avoids hurting the other person                     | ◦ commonly intended to hurt or harass   |
| ◦ both parties are having fun  | ◦ only the bully is having fun, while the other party is hurt                       |
| ◦ has short-term effect; <i>"pwedeng makalimutan agad"</i> (can easily forget) | ◦ may have long-term effect; <i>"hindi agad makalimutan"</i> (cannot easily forget) |

|  |   |
|--|---|
| ◦ both parties doesn't take it seriously                   | ◦ tend to be serious  |
| ◦ imbalance of power is not an issue                       | ◦ imbalance of power is a main issue                              |
| ◦ it does not happen repeatedly over a long period of time | ◦ may happen repeatedly over a long period of time                |
| ◦ commonly done inside one's <i>barkada</i> (peer group)   | ◦ may be done to people outside one's <i>barkada</i> (peer group) |

This result of the study is supported by bullying experts Suellen and Paula Fried as quoted by author Karen Maudlin in her book *Sticks and Stones* (2002, pp.7-8). The table above is somehow parallel with what they have categorized as characteristics that distinguish normal childhood badgering from bullying.

1. *Intent to Harm* – the perpetrator finds pleasure in the taunting and continues even when the victim's distress is obvious.
2. *Intensity and Duration* – the teasing continues over a long period of time and the degree of taunting is damaging to the victim.
3. *Power of the Abuser* – the abuser maintains power because of age, strength, size, and/or gender.
4. *Vulnerability of the Victim* – the victim is more sensitive to teasing, cannot adequately defend himself or herself, and has physical or psychological qualities that make him or her more prone to vulnerability.
5. *Lack of Support* – the victim feels isolated and exposed. Often, the victim is afraid to report the abuse for fear of retaliation.

|  |   |
|--|---|
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5. *Lack of Support* – the victim feels isolated and exposed. Often, the victim is afraid to report the abuse for fear of retaliation.

6. *Consequences* – the damage to self-concept is long lasting, and the impact on the victim leads to behavior marked by either withdrawal or aggression.

### ***Views on Bullying as “Part of Growing Up”***

A number of authors and experts noted that “one of the top myths on bullying is saying that bullying is a normal part of growing up” (Carpenter, 2009, p11). And since many adults, including parents and teachers, believe that playful teasing, or name-calls are just child-plays and considered normal, Sullivan (2011, p.14) believes that it is “probably the most dangerous myth on bullying.” This is so because it somehow suggests that bullies are normal, and victims of bullying are to blame because they do not know how to take a “joke” and stand up for themselves. Trevor Romain (1997, p.48), a respected author and speaker, passionately wrote: “What’s “normal” about feeling afraid to go to school? Or putting up with the threats or physical abuse? This myth is just an excuse for bad behavior.”

Despite numerous literatures written on the matter, it is sad to note that a large majority of the respondents across year level and sexes still believe that bullying is indeed normal. They believe that it is experienced by every student and that it is unavoidable. “*Hindi maiwasan na may mam-bully,*” (Bullying cannot be avoided) said Rachel, a second year respondent. One fourth year respondent even believes that it is a stage in a person’s life which everyone, without exemption or a choice, should pass through. When asked why this is so, some

respondents believe that bullying becomes a vicious cycle that cannot be stopped.

*“Bullying is normal in a person’s life. Because, sometimes you are the bully or sometimes you are the person being bullied. For example sir, yung parang ikaw, mahilig kang magbully ng tao tapos yung reason pala bakit mo gina-bully ang tao kasi ginabully ka rin ng ibang tao.”* (...you like to bully other people, but the reason you are doing this is because you are also bullied by others.) (Julie, First Year, FGD)

A respondent agreed with Julie’s statement saying that *“bullying is a part of life”* and that she is *“sure na walang person na wala pa na-bully or wala pa nag-bully”* (sure that everyone was a victim of bullying and has bullied another).

Moreover, aside from their belief that bullying is normal, a large majority of the respondents say that bullying can be beneficial. That bullying can:

- a.) teach the victim to be strong and stand up for themselves,
- b.) *“improve (one’s) character,”* (Frankie, Second Year, FGD)
- c.) *“motivate (one) to become a better person,”* (Ariel, Second Year and Angela, Third Year, FGD)

One respondent even mentioned that the High School is a preparation on how to handle bullying.

The above statements of the respondents on bullying as being normal were further countered by Patricia Quistgaard (2008), a school psychologist of the Bemidji Area Schools, in her Journal Issue Number 18 entitled *Bullying in Schools: Understanding Bullying and How to Intervene with Schools*. She called the above statements as *Myths about Victimization*. Moreover, she mentioned

that acceptance of these myths prevents the school and its students and personnel from feeling that it should help the students who are victimized by bullying. The John Hopkins Bloomberg School of Public Health (2012, p.2) expressed their support in a circular saying that bullying should not be shrugged off as a normal rite of passage in adolescence. They further stated that “bullying is an abusive behavior that is likely to create emotional and social problems during the teen years and later in life for both the victim and the aggressor.”

Very few of the respondents did not agree that bullying is a part of growing up. They stated the following reasons:

- a.) *“Hindi normal na may nasasaktan.”* (Getting hurt is not normal)  
(Sophia, First Year, FGD)
- b.) *“Pwedeng walang bullying.”* (It’s possible that there is no bullying.)  
(Bert and Diego, First Year, FGD)
- c.) *“One may choose not to bully.”* (Francis and Alydia, Second Year, FGD)
- d.) *“Hindi kailangang mag-bully or mabully.”* (One need not be a perpetrator or a victim of bullying.) (Michelle, Third Year, FGD)

This part of the study shows that a big majority of the respondents has accepted that bullying is already a part of their life in the high school. Most of them have even justified its prevalence by identifying “benefits” a victim can get from being bullied. A few of the respondents though refuses to accept this belief and is still hopeful that bullying will not completely be the norm in the school.

The results of the study seem to show that bullying among students becomes a norm and a culture. It is very unfortunate to note that they even believe that one can benefit from an experience of bullying. Contrary to the belief of the respondents, however, the researchers firmly believe that bullying does not and will not offer anything good to its victim. A big number of studies have been done on the effects of bullying, and each study always shows its devastating effects. No community should tolerate and bullying and each school should create a program to discourage its students from engaging in bullying behaviors.

## II. FORMS OF BULLYING

These are the various acts, behaviours and languages used by the bullying perpetrators (individual or by group) to hurt others and either done directly or indirectly and in a secluded or crowded place.

Students' responses were categorized into six: Verbal, Physical, Relational, Cyber, Racial, and Sexual bullying. These bullying forms are consistent with other studies (Fields, 1999; Carpenter and Ferguson, 2009; Matthews, 2011; Sullivan, 2011). In the "Anti-Bullying Act of 2012" the bill described bullying as:

*...any severe or repeated by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially or substantially disrupting the educational process or the orderly operation of a school; such as, but not limited to, the following:*

*(a) Any unwanted physical contact between the bully and the victim like punching, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;*

*(b) Any act that causes damage to a victim's psyche and/or emotional well-being;*

*(c) Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on the victim's looks, clothes and body; and*

*(d) Cyber-bullying or any bullying done through the use of technology or any electronic means.*

(Representatives Cajayon, Co, Batocabe, Angara, Garbin, Escudero and Herrera-Dy, per Committee Report No. 1515, [www.congress.gov.ph/download /billtext 15/hbt5496.pdf](http://www.congress.gov.ph/download /billtext 15/hbt5496.pdf); Date Retrieved, December 9, 2012)

In line with this, the Department of Education released a policy and guidelines regarding Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse or the "DepEd Child Protection Policy". The policy categorized bullying act as physical and mental abuse, harassment, intimidation, or humiliation. Further, the said policy included stalking; public humiliation, or public and malicious imputation of crime or of a vice or defect, whether real or imaginary; and, demanding or requiring sexual or monetary favours, or extracting money or property, from a pupil or student (DepEd Order No. 40, s. 2012, [www.deped.gov.ph/cpanel/uploads/issuancelmg/DO%20No.%2040,%20s.20201](http://www.deped.gov.ph/cpanel/uploads/issuancelmg/DO%20No.%2040,%20s.20201), Date Retrieved, October 18, 2012).

A baseline study funded by the United Nations Children's Fund (UNICEF) also presented the same bullying forms (verbal and physical) which added specific forms such as theft, extortion, sexual harassment, social isolation, exclusion, malicious gossip and rumour spreading, taunting and name calling,

alliance building, covert physical aggression and cyberbullying (Towards A Child-Friendly Education Environment: A Baseline Study on violence Against Children in Public Schools, 2009: 12).

On the other hand, Sullivan (2011) emphasized that bullying is an antisocial and damaging but not a *criminal behavior*. He gave emphasis on the intensity and severity that may go beyond the boundaries of what constitutes “school bullying” and should be handled by the police or juvenile authorities, depending on the age of the offenders. Criminal offences includes, seriously assaulting someone or attacking them *with a weapon or an object* such as broken bottle, knife or razor; significant theft; seriously threatening to cause grievous bodily harm or kill; sexually violating someone (including unwanted sexual touching) (Sullivan, K., The Anti-Bullying Handbook Second Edition, 2011: 13). Thus, establishing and assessing the different forms of bullying are essential factors in helping not only the victim and the bully, but also the faculty, administration and the parents.

There were responses that would also show that bullying can be done directly and indirectly towards a victim. And, such acts seem to be taken for granted by some which at times escalated into a serious act of bullying. Sullivan (2011) noted that bullying can be either direct or indirect, which made some students so anxious that they contemplated on or succeed committing suicide (The Anti-Bullying Handbook Second Edition, 2011:11). One respondent relay how this act was done:

*“Yang nakakasalubong mo lang sa corridor. Parang first impression parang feel mo na makainis lagi ‘tos siya parang igat;*

*magganyan ka agad, so, mainis ka na sa kanya kaya parang konting tingngin niya lang sayo parang inisipin mo na... diba yan ayaw mo na sa kanya... yun yung first step, ayaw mo na sa kanya. Tapos next encounter niyo nagtingngin na siya sayo, isipin mo kaagad ginatabisan ka na niya. Akala na tabis would lead to sugod-sugod na, bakit mo ako ginatabisan ha...akala mo kung sino ka na'... kung aalamin mo yung reason ang babao talaga".* (Those whom you meet along the corridor and you feel like you don't like the person because she seems flirt. So you will hate her. And when she looks at me spitefully, you immediately think that she's staring at you wrongly. Then, it would lead to a fight. And, if you will look into it or investigate, the reason of the fight is too irrational.) (Jacob, Third year student)

### **A. Verbal Bullying.**

Consists of nasty, hurtful, malicious, and offensive words or languages directly or indirectly communicated to an individual or group. Verbal bullying is one of the worst and commonly used forms of bullying in the campus. According to the World Health Organization (2004: 39) the most common forms of bullying is verbal (Towards A Child-Friendly Education Environment: A Baseline Study on violence Against Children in Public Schools, 2009: 12). For instance, one student said that,

*"Sa akin yung verbal bullying kasi makita mo lang na simple lang siya parang wala lang siya pero di mo alam na mag-mark pala siya kagaya ng sinabi nila na forever na yan siya mag-mark sayo. Yun mas worst ang verbal."* (For me it's verbal bullying, because it appears undamaging. In fact it leaves a harmful mark. Just like what others are saying that it stays forever. That makes verbal worst.) (Kate, first year student, FGD)

Respondents across year levels either experienced or witnessed verbal bullying. This is can be done through backstabbing another person or a close friend, gossiping and teasing that leads to making someone feel that there is

something wrong about them. Verbal bullying also includes abusive telephone calls, extorting money, using sexually suggestive or abusive language, making cruel remarks, name-calling, sending (often anonymous) poisonous notes or messages, spiteful teasing and spreading false and malicious rumours (Sullivan, *The Anti-Bullying Handbook Second Edition*, 2011: 11). Students use words and the effects are difficult to detect since the effect is covert and psychological. These hurtful words can be conveyed through various media such as text or group messages and social networking sites. Furthermore, verbal bullying can be a combination of both physical, psychological, sexual, relational, racial, and cyber bullying and making the act more hurtful or painful towards the victim.

The following are frequently mentioned forms of verbal bullying in the campus:

- A.1. name-calling and *sungog-sungog* (teasing)
- A.2. *libak* (backstabbing)
- A.3. *tsismis* (gossiping)
- A.4. insulting
- A.5. threatening
- A.6. *parinig, padungog* (making loud and rude comments)
- A.7. trash talk

### **A.1. Name-calling and Sungog-sungog (Teasing)**

The majority of the respondents identified name-calling and teasing as one of the most painful and commonly used act of verbal bullying. Furthermore, some respondents describe name-calling as names or words used to tease another person. The following are the definitions of name-calling in various dictionaries, it is the use of language to defame, demean or degrade individuals or groups (<http://cehs15.unl.edu/cms/uploads/2-514-Definitions%20Related%20to%20Name-Calling,%20Bullying%20and%20Bias.pdf>; December 06, 2012). The New Merriam-Webster Dictionary also defines it as the use of offensive names especially to win an argument or to induce rejection or condemnation (as of person or project) without objective consideration of the facts (<http://www.merriam-webster.com/dictionary/name-calling>, December 06, 2012).

Respondents use names or terms based on the student's physical features, academic abilities, sexual preference, racial, personality and behavioural characteristics. These names and terms are also influenced by various TV shows, movies, radios and from the adults around them.

Here are some samples of name-calling based on the FGD and KII responses:

#### **Physical features**

*Baboy* (pig: refers to fat)

*Bajao* (refers to hair: highlighted hair, light brown or skin color: dark brown)

*Baki* (frog: refers to facial features such as big eyes or shape of the mouth which appears the same as with the frog)

*Bugas* (rice: refers to pimples)

Chocolate cake (refers to skin color: dark colors such as black or brown)

*Kilay* (eyebrows: refers to the shape of the eyebrows particularly thick and dark eyebrows)

Midget (refers to those who are not tall, this is often used by boys)

Negro/negra/Africa/nigger (refers to skin color, dark skinned)

Oil plantation (oily skin)

*Pangit* (ugly: refers to physical appearance)

*Putot/pandak/dwarf* (the same as midget)

*Saging* (refers to the shape of the face)

*Tabafatty* (fat)

*Tikig* (thin: refers to body structures)

### **Academic ability**

*Bobo/bugo/ retarded/moron* (refers to those who have difficulty with their academics, students usually use this if someone has difficulty catching up with the lesson or topic of discussion)

Stupid (same as above)

Tanga (dumb: same as above)

### **Sexual preference**

*Bayot* (gay)

Donkey (gay)

Lesbo/Tomboy (lesbian)

Pedo (paedophilia)

## **Racial**

*Bumbay* or 5/6 (refers to Indians who lends money)

## **Personality and Behavioral characteristics**

Budoy (TV character: portrays as a child with special needs)

Bulldog (refers to physical features)

*Igat* (bitch: refers to girls or boys close and goes long well with the opposite sex)

Weirdo

*Yabag* (out of tune)

*Yabang* (arrogant)

*Asoliro/dog* (refers to behavioral characteristics such being disrespectful, slow to catch-up with the discussion and being acting without thinking)

Most of the respondents expressed that teasing are rampant in the school campus and does hurt others. As Gerrard (1991) defined teasing as calling someone with hurtful names which results to painful and emotional responses (Fields, *Bully Busting: How to Help Children Deal with Teasing and Bullying*, 1999: 19). Fields (1999) regarded teasing and harassment as tightly regarded as the systematic abuse of power. She emphasized the importance in assessing the frequency was it done once, how many time in a week, and intensity of

teasing it ranges from mild, moderate or severe (Fields, 1999, Bully Busting: How to Help Children Deal with Teasing and Bullying). A respondent said that teasing depends on how it was said:

*Parang pagtinawag ka ng baboy (pig)... kahit na once niya lang ginawa bullying pa rin kay naka-hurt ka man ng tao. (If someone calls you baboy... even if it happened once, it is still bullying since you hurt someone.) (George, Third year student, KII)*

Furthermore, George added that teasing happens at any time:

*Ang teasing 24/7 yan. Kahit class hours or nasa harap ang teacher. Kakausapin mo lang ang seatmate mo. Hindi gud talaga 100% full attention sa teacher. (Teasing happens 24/7. During class hours or even the teacher's in front. You talk to your seatmate. You don't give 100% attention to the teacher.) (George, Third year student, KII)*

Performing well in class and being popular in class or campus does not exempt you from being bullied. For example, the word 'nerd' means smart or intelligent. However, it also has a connotation which was defined as gauche, unsophisticated, or uncool person (The New Webster's Dictionary of the English Language, 1995). For students, nerd is being unfashionable, uncool, not necessarily intelligent, who likes "the weird" stuff, TV shows, etc. that is not popular to other students. A female respondent shared that:

*"Pag-bright ka parang i-call ka ng mga names or other things na like 'nerd'. So, instead na parang maging confident ka kasi ganyan ka parang ma-shy ka kasi ganun yung gina-tawag nila sayo." (If a person is intelligent others will call them names or things like 'nerd'. So instead, of being confident, the person would feel embarrassed because of that.) (Bella, first year student, FGD)*

There are students play enthusiastically with other students of equal status such as name-calling and teasing and some other playful acts for students which may appear to be aggressive to adults; thus, needs to be monitored for its escalation and frequency and if it causes harm (Sullivan, *The Anti-Bullying Handbook Second Edition*, 2011: 13).

### **A.2. Libak (Backstabbing)**

Backstabbing is hurting the person intentionally and ruins one's reputation or identity. Furthermore, there is a sense of anger, conflict and insecurity towards another person. A respondent said that it is the worst form of bullying for her:

*"It does not only give pain to the person but also it makes the person look bad to other people."* (Mimi, Fourth year student, FGD)

Another respondent said that backstabbing is a way to express your negative feelings about a person without him/her knowing it:

*"Paglibak talaga is like you go to a secluded place or you go somewhere and then you express everything you hate about the person or even lie about that person just to make yourself feeling good".* (When you speak of backbiting you go to a secluded place or ...) (Sandy, fourth year student, FGD)

In addition, a respondent puts it:

*Akala ko friends talaga sila Edward and Jacob tapos pagwala yung si Edward grabe si Jacob maglibak na, "samok lagi yan siya ngano man na siya naa diri", maglibak-libak yan sila. Tapos grabe sila makapa-feel bad sa tao, sa kapwa nila boylet. liwan (emphasized IIWAN) ka talaga nila, i-make sure nila na wala kanang kasama."* (I really thought Edward and Jacob are friends. But when Edward's not around they would backstab him, 'he is so annoying. Why is he here?')

They would definitely backstab the other person. They would definitely 'leave' you. They would make sure that no one is going with you.)  
(Harry, Third year student)

### **A.3. Tsismis or Gossiping**

Tsismis or gossiping happens with or without intention. The perpetrator may or may not have the anger, insecurities and mainly has an interest to hurt the victim. Some respondents said that it happens either in a secluded or crowded place. The New Merriam-Webster Dictionary (1995:412) defines it easy, fluent, trivial talk about people behind their backs. Gossip or *tsismis* in the Filipino is defined as to repeat what one knows or hear about other people and their affairs ([www.tagalogdictionary.com/cgi-bin/search.p/?s=tsismis](http://www.tagalogdictionary.com/cgi-bin/search.p/?s=tsismis)). There were no studies available showing that gossiping as an act of bullying. However, participants emphasized that *tsismis* or gossiping as an act of bullying.

### **A.4. Insulting**

These are done intentionally by the perpetrator toward the victim he/she dislikes or hates. This is to irritate, annoy or destroy the person's reputation, self-esteem, and identity. To insult someone is to make a remark or act showing contempt and calculated to offend someone in his dignity; to abuse in speech or action in such a way as to show contempt (The New Merriam-Webster Dictionary, 1995:502). One of the respondents said that:

*Ang insulto grabe gyud talaga yan. Tagos sa kasing-kasing miss. Like, alam mo naman kung ano mali mo pero kung maka-insulto wagas parang wala din ginawa na mali. Feeling niya siya lang ang nasaktan. (I can say that insulting is really worst. It really hurts. For example, even if you know what you have done wrong some would still*

insult you as if they have never been done wrong. And, thinking that he/she is the only who got hurt.) (Bubbles, First year student, FGD)

### **A.5. Threatening**

This is to frighten and intimidate someone intentionally to get some favor. It is a statement or other indication to hurt, punish, destroy, etc. (The New Merriam-Webster Dictionary, 1995:1029) This may be done face-to-face, text messages, email, or through the social networking sites. Furthermore, the perpetrator is physically stronger, popular in the class or campus, belongs in a group, economically better than the victim.

### **A.6. Parinig, Padungog or making loud and rude comment**

Making loud and rude comments is a type of verbal bullying in which the perpetrator intentionally expresses his/her thoughts and anger aloud with the victim and other people around. Aside from doing it with the victim in a close distance *parinig* or *padungog* (making loud and rude comment) be carried out through the social networking sites as a blind item. That means the perpetrator will not mention the victim's name but plainly describes what happened or the act he/she hates. A respondent shared that he was bullied before through *parinig*:

*“Ayaw niya talaga sa akin. Nagkwento ako sa friend ko... tapos I was talking about Charlene tapos yung sa kabilang table pala friend niya pero akala nila si Charmaine ang ginatukoy ko. Sabi ko, ‘ayoko ko gud magpunta kasi pupunta si Charlene’. Tapos yun nag grabe na gud siya magparinig pero hindi niya ginasabi... hindi siya magparinig kapag nandyan ako, kapag nakaalis na ako sa area doon pa yan siya grabe mag-yawyaw like, ‘kung matapang ka bakit di sabihin sa mukha ko,’ ganyan.”* (In the first place she doesn't like me. I was talking to a friend about Charlene and not knowing that her friends are on the next table. They thought that I was talking about Charmaine. I told my

friend that I don't want to go because Charlene is attending. After that, Charmaine started making loud and rude comments about me. She doesn't do that when I am around but mostly by the time I start to walk away from the area saying that if I'm really brave why won't I say it to her.'" (Cindy, Third year student, KII)

### **A.7. Trash talk**

Respondents consider trash talk as bullying. It is defined as to speak disparagingly, often insulting or abusively about a person or group

(<http://www.urbandictionary.com/define.php?term=trash%20talker>,

Date Retrieved: December 21, 2012). Another online dictionary describes as well as provided a sample on trash talking is done:

*"A commonly used tactic in internet forums whereby said 'trash-talker' openly insults or abuses another person or brings up previous disputes to depose their argumental position. Trash talking is a form of trolling with the aim to ellicit a similar response from the targeted person or to get the detailed [original] discussion.*

*A discussion about how to change the rules of a game on a forum is several pages long; trash-talker interjects with 'hey you, f\*#@#tard, you can't say anything because you take it up the b@#\$ and we all know it'."*

(<http://www.urbandictionary.com/define.php?term=trash%20talker>;  
Date Retrieved: December 22, 2012)

These forms of verbal bullying appear to be harmless and sometimes misunderstood particularly by teachers, administrators, and parents. Fields (1999) found out that some bullies utilize words that don't sound very bad; she further explained that teasing hurts because of the nasty manner in which the bullies express them. This includes the way they say them, their tone, amount of repetition, their facial expression and their body movements (Bully Busting: How to Help Children Deal with Teasing and Bullying, 1999:19). And, majority of the

respondents said that girls are likely to use verbal bullying than boys. A study conducted by Owens (1996) shows that older girls in particular use more verbal aggression and indirect aggression in the form of exclusion and the destruction of friendships (Sullivan, *The Anti-Bullying Handbook Second Edition*, 2011:21).

One of the respondent said that it seems okay at first but later on he said it hurts since a lot of people hears about it:

*“Yang pag maglaro kami ng Dota (Online LAN Game) grabe maka-ingon ug Bogoo o walay pulos. Paminsan dalhin pa talaga yan sa classroom kahit di alam ng classmates malaman. Yung iba tahimik lang pero yung iba talaga mag-sagot yun... grabe ang trash talk, mga ‘what the fuck!... Ka-bobo mo oi!’”* (When we play Dota some players would harshly say *Bogoo* (stupid) or *walay pulos* (useless). Sometimes friends would bring up what happened in the classroom and all of your classmates will know about it. Others would keep quiet or does not answer back, but some would answer, ‘what the *fuck!* Stupid!’) (Caleb, First year student, KII)

## **B. Physical Bullying**

The bully uses gestures and facial expressions to hurt others. It is an act that hurts and damages someone physically and their possessions. More often it starts from a different form of bullying such as verbal and progresses to physical bullying or violence (<http://www.respect2all.org/students/bullying-definitions>, Date Retrieved: December 21, 2012). Fields (1999) characterized it as being physically aggressive to people who are physically weaker (Bully Busting: How to Help Children Deal with Teasing and Bullying, 1999:21) According to Sullivan (2011) physical bullying can easily be identified and the causes are tangible (*The Anti-Bullying Handbook Second Edition*, 2011:11).

Respondents identified some physical bullying witnessed or experienced inside the campus:

|  |   |
|--|---|
| Biting                                   | Noogie (ruffling the hair/drilling the head with your knuckles) |
| Blocking the foot                        |   |
| Brawl                                    | Nutcracker (squeezing the head)                                 |
| Choking                                  | Pinching  |
| Dragging                                 | Poke the eyes   |
| <i>Dukol sa ulo</i> (slap on the head)   | Punching  |
| Forceful tickling                        | <i>Sabunot</i> (to pull one's hair)                             |
| Get the things of one person and hide it | Smashing  |
| Grappling                                | Spitting  |
| Groping                                  | Stabbing  |
| Hair pulling                             | Strangle  |
| <i>Hapak</i> (slapping)                  | <i>Sumbaganay</i> (fist fighting)                               |
| Hazing                                   | Throwing paper  |
| Head butting                             | Throwing things to a person                                     |
| Kicking                                  | <i>Tuklod</i> (shoving)   |
| Kicking the butt                         | UFC (mix martial arts)  |
|  | Wedgies (knickers pulling)                                      |
|  | Wrestling   |

A respondent said that some students asks or directs *an innocent* person, as mentioned by the respondent, to do bad things like throwing things (such as crumpled papers) to a person, or get or hide someone's belongings for them as *trip lang* (for fun). A first year respondent said that sometimes the plain shadow fighting ends up to a real fight.

Most of the time students particularly boys started merely playing like shadow wrestling or pretending that they are wrestling with each other and later progresses into real bullying. This is when one gets too physical or carried away by the pretend play and the other person gets hurt.

To further illustrate it, a respondent shared that:

*“Naglaro-laro man lang kami miss ng wrestling tapos parang nasuya man siya ewan ko kung bakit tapos biglang ginatotoo na niya yung balos niya sa akin. Masakit gud yung balos niya,”* (We were playing wrestling, miss. Probably he got pissed and I don't know why. He exchanges real punches with me and it's painful.) (Hogan, First year student, FGD)

Moreover, physical bullying is form of social manipulation, indirect, and it can be very quick, extremely subtle and secretive (Fields, 1999; Sullivan, 2011). Students use their status or popularity to manipulate other particularly the transferees; acts such as, *Minamaliit ka* (Belittling), and get your soda or *baon* (food or money) by force. Bullies ruin friendships; and purposely and often systematically excluding, ignoring and isolating someone. The intention for bullying is mainly to undermine relationships or diminishing status (Sullivan, The Anti-Bullying Handbook Second Edition, 2011:12). One respondent from the first year said:

*"Nasa canteen man ako noon miss. Kasama ko sina Sam at Gary tapos lumapit lang bigla sila Jake. Tapos nagpalibre sa akin... ayaw ko man kinuha ni Jake yung softdrinks ni Gary tapos binuhos niya sa baso ko. Wala akong nagawa kasi malaki man siya tapos umalis na lang kami." (We were at the canteen, miss. I was with Sam and Gary, when suddenly Jake approached us. He told me to buy him food but I refused. He took Gary's soft drink and poured it in my glass. He is bigger than me and I don't know what to do. So, we left.) (Coco, First year student, FGD)*

### **C. Relational Bullying**

This type of bullying can be done directly or indirectly and can be either physical or verbal or a combination of both forms towards another person or group. A study defines Relational Bullying as an act that damages relationships, social status and social image within and out of the group. It also involves any type of behavior with the intention to attack, damage, or manipulate a person's relationships or friendships with others. (Girls Bullying and Violence. [www.promoteprevent.org/sites/default/files/girls\\_bullying\\_and\\_violence.pdf](http://www.promoteprevent.org/sites/default/files/girls_bullying_and_violence.pdf). November 14, 2012. 10:25AM). Malchiodi (2010) also called relational bullying as covert bullying and defined it as socially manipulative nonphysical behavior intended to hurt a person ([www.tlcinstitute.wordpress.com/2010/10/19/what-is-relational-bullying/](http://www.tlcinstitute.wordpress.com/2010/10/19/what-is-relational-bullying/); December 18, 2012).

Olweus (2007) defined relational or social bullying as "...behaviours that deliberately damage a student's reputation or social standing with peers, and/or use the threat of loss of friendship to manipulate others."

([fea.njpsa.org/documents/bullying/01\\_recog\\_many\\_faces.pdf](http://fea.njpsa.org/documents/bullying/01_recog_many_faces.pdf),

Date

Retrieved: December 20, 2012)

Here are some samples of relational bullying: spreading gossip and rumours, exploiting personal secrets, writing or saying hurtful things, taunting, and ignoring, isolating others and conditional friendships. A respondent said that there are instances that they come in groups which she said is hurtful, scary and you feel like you cannot run and hide.

*“Sinugod ako bigla miss sa corridor sa labas ng classroom namin... mga babae. Dinuro-duro ako tapos sinabi niya na malandi daw ako ako...di naman totoo. Ang daming tao kasi lunch break yun na time. Umiyak na lang ako kasi marami sila tapos yung classmates and may students na dumadaan nakatingin na sa akin.”* (A group of female students approached me just outside our classroom. She began pointing her fingers to me saying I’m a flirt which is not true. All I did was cry since there were a lot of students watching at me since its lunch break.) (Diana, Second year student, KII)

Fields (1999) included laughing and giggling when the victim walks past, whispering about their victims when they can hear, harassing, yelling, bantering or regularly nagging, making aggressive verbal demands, calling other children nasty names, making verbal threats, talking in code in front of the victim, spreading malicious rumours and insults, making racial or sexual comments, repeatedly contacting the victim at home (Fields, *Bully Busting: How to Help Children Deal with Teasing and Bullying*, 1999:20).

#### **D. Cyberbullying**

This form of bullying can be as painful as verbal and physical. Cyberbullying, electronic bullying or online social cruelty (Kowalski and Limber, 2007) this phenomenon affords children and adolescents new means of bullying (Journal of Adolescent Health 41 (2007) S22-S30: Electronic Bullying Among

Middle School Students, [www.isbsccoe.org/depts/csh/docs/Mar2011/Elec.Bullying.Middle.School.pdf](http://www.isbsccoe.org/depts/csh/docs/Mar2011/Elec.Bullying.Middle.School.pdf), Date Retrieved: December 21, 2012). The stopcyberbullying.org describes cyberbullying when a student experiences being tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another student (child, preteen or teen using the Internet, interactive and digital technologies or mobile phones (as cited by the Catholic Education Association of the Philippines, <http://ceap.org.ph/upload/download/201210/1716182110.pdf>, Date Retrieved: December 26, 2012).

The audience in cyberbullying may not be contained by several persons but the world. School psychologists Feinberg and Robey (2008) describes cyberbullying as sending or posting harmful or cruel texts or messages using the Internet or other communication devices which can include stalking, threats, harassment, impersonation, humiliation, trickery, and exclusion (Cyberbullying, [www.nasponline.org/principals/Cyberbullying%20NASSP%209-08.pdf](http://www.nasponline.org/principals/Cyberbullying%20NASSP%209-08.pdf), 2008:10, Date Retrieved: December 21, 2012).

Victims of cyberbullying may not only focus on those who are weak. One respondent said that “popular students” can also be a victim:

*“Mas masayahan kasi yung ibang bully na ginasiraan yung mga ano popular katulad nung si Echoserang Atenista mga pinatatamaan niya eh yung mga popular. I think he/she is not popular because if he/she was he/she wouldn't be bullying the popular. He would have been bullying the once under him. The Echoserang Atenista wants to bully them to pull them down”. (The bully would enjoy ruin others identity particularly those who are popular in school just like what Echoserang Atenista (Profile/Account Name, using Facebook) did. He/she mentioned names of popular students in school...) (Gwyneth, Fourth year student, FGD)*

The following are the list of social networking sites that are commonly used by the students: Facebook (Fb), Twitter, Youtube, Yahooemail, Google (gmail), Formspring, Myspace, Tumblr, Deviantart, Blogspot and Fanfiction.net. These social networking sites help its users particularly in connecting with families and friends abroad. However, it can also be a venue for bullying. A respondent stated that students use it to spread rumours or malicious information about a person or group. He said that:

“Maraming cyberbullying sa Twitter. Judgmental man gud talaga ako na tao mabilis makapansin ng mali sa ibang tao. Tapos kung ayaw sa tao ayaw ko talaga. For example, mag-Tweet ka na, ‘Oh my gosh! Piolo is so cute...’ mag-tweet ako niyan na, ‘shut up beh... no one cares... shut up’. Tapos for example may ayaw ako na tao... i-decribe ko siya, ‘pangit mo lagi talga,’ (There are lot of cyberbullying going on Twitter. I’m a type of person who can easily notice people’s mistakes. If I don’t like the person, I definitely don’t like person. For example, if that person tweets, ‘Oh my gosh! Piolo is so cute,’ I would tweet back, ‘shut up, no one cares. Shut up’. For example, there’s this person I don’t like I would describe him/her, ‘you know what you’re so ugly’.) (Jason, Fourth year student, KII)

Cyberbullying may be one-click away to reach various receivers. There are various way in which a person or the perpetrator to bully a victim using the cyberspace. The Internet in specifically as means of information, communication, education, and commerce is of significant help in improving the lives of many. However, a study conducted by Stephen Dueck emphasized the negative aspect of the Internet particularly to the users. He said that it is no longer free from prejudices of race, gender and ability ([www.lba.k12.nf.ca/cyberbullying/pdf/cyberbullying.pdf](http://www.lba.k12.nf.ca/cyberbullying/pdf/cyberbullying.pdf), p. 1, Date Retrieved: December 21, 2012).

Moreover, responses show different and easy avenues for cyberbullying namely: Cellular phones, iPads, tablets, and other electronic gadgets that are handy (particularly gadgets that are Wireless Fidelity or Wifi ready) messages, photos and videos can easily be uploaded in the Internet.

Fake profile in various social networking sites, e-mail address and mobile number to spread malicious statements and text messages regardless true or false are being circulated and worst to the victim him/herself. Another medium of cyberbullying is the Group Messaging (GM), it is when the perpetrator spreads rumours using his or her cell phone to various recipients in his or her phonebook and they may or may not include the victim/s. The threat in using the cyberspace either using the Internet or by sending text messages is the anonymity of the perpetrator. In the case of *Echoserang Atenista*, students speculate the identity of the perpetrator as mentioned above. The difficulty in identifying the perpetrator is one of the top concerns of the victim and the school authorities.

One of the respondents illustrated a cyberbullying experience:

*“Miss, a friend told me na ipinagkakalat niya yung mga secrets ko. Nag-GM siya sa mga friends namin. Gi-share ko secrets ko sa kanya kasi I trusted her. Di ko siya makausap kasi ayaw niya ako kausapin. Kung i-text ko naman siya baka i-GM niya sa iba.”* (Miss, a friend told me that she spreads my secrets through GM (Group Message). I shared to her my secrets because I trusted her. I can't talk to her because she doesn't want to talk to me. If I'll text her she might send it through GM.) (Vincent, Second year student, FGD)

Furthermore, cyberbullying has boundaryless nature of cybercommunications that means students can experience bullying wherever they have access to their phones and/or computer: at home, school and other

establishments (Feinberg and Robey, Cyberbullying, 2008:10, [www.nasponline.org/principals/Cyberbullying%20NASSP%209-08.pdf](http://www.nasponline.org/principals/Cyberbullying%20NASSP%209-08.pdf), Date Retrieved: December 21, 2012).

Another respondent said that some students would take pictures or copy pictures and edit them before they download it in social networking sites or send them via Group Message:

*"Freddie approached me miss and showed me my picture on his cell phone. He wrote, "Marvin loves Joan." He showed it to Marlon and Jake. They made fun of the picture and I was afraid that he would upload it or send it to our classmates. So, I told our moderator about it and he was asked to delete the picture." (Marvin, First year student, FGD)*

## **E. Racial Bullying**

This form of bullying includes verbal and nonverbal racial discrimination towards an individual or group. These bullying behaviors can be carried out through face-to-face or direct, cyber or both. Sullivan (2011) said that racial or racist bullying is where racism and bullying meet. It happens when the person is attacked not as an individual but as a member of a family, group or community, and by the racist motivation of the bully and the language used. It happens in all countries and it aims at the members of the minority (The Anti-Bullying handbook Second Edition, 2011:49).

Bullying would range from name-calling (Bombay or 5/6), ridiculing physical appearance, language such as the accent, picks on the person's academic performance, personality and behavior. Sullivan (2011) wrote that 'racist words and behaviours' are experienced as onslaughts directly to the

fundamental values, beliefs and self-worth and identity of the victims. The words used are coined, redefined and used as slurs and insults, such as “nigger” and “Paki” meaning Pakistani (The Anti-Bullying handbook Second Edition, 2011:49).

There is lack of researches on racial or racist bullying, data extrapolated from various studies from Morgan et al. (1993) and Varma-Joshi et al. (2004) reveals that children from ethnic minority groups experience indirect bullying of racist in nature (as cited in Knowledge About School Bullying, [www.mcgraw-hill.co.uk/openup/chapters/9780335222445.pdf](http://www.mcgraw-hill.co.uk/openup/chapters/9780335222445.pdf), Date Retrieved: December 6, 2012).

There are foreign students or those who grew up in an English speaking country said that they are being mimicked by their classmates' particular the Filipinos and felt they are being laughed at.

*“Miss the boys always mimic the way we talk and they exaggerates it. Like if they want to learn the accent they can approach us. Me, personally, I would be glad to help them.”* (Cindy, Fourth year student, FGD)

A respondent narrated his experience of unintentionally bully a foreign student. Where it started as a joke, he said:

*“Nung first year ako sir, meron kasi kaming (When I was in first year, we had an) American classmate. He's the only foreigner in the class. So, me and my friends would just go out teasing him. We would say that Americans are no good and that Filipinos will someday invade America. He would just laugh with us, and start saying that Americans are more superior than Filipinos. We would joke around with him and laugh. We do it all the time, so akala namin nung una ok lang (at first, we thought it was alright with him). We weren't aware na na-hu-hurt na pala siya sir, like, tumatawa man siya sa amin (...that he's hurt because he was also laughing with us). I thought okay lang, then there was a time na sinumbong niya kami sa parents niya (...he told his parents what we were doing). We were punished accordingly (by the*

*school). That was the only time na narealize namin na may ginawa pala kaming masama (we realized that we did something wrong). We were bullies na pala.” (Ruben, Fourth Year, KII)*

The above statements were both reported to their class moderators and/or the year level coordinators and were addressed. On the other hand, there are no formal complaints or records found in the Prefect of Student Affairs.

## **F. Sexual Bullying**

It is a form of bullying that is done verbally or nonverbally attack that discriminates and hurts the victim by using his or her sexuality or gender. Furthermore, it is an act of sexually suggestive and/or malicious acts. Sullivan (2011) simply defined it as bullying that is sexual in nature (The Anti-Bullying handbook Second Edition, 2011:53). Respondents mentioned the following behaviours such as pulling of pants or jogging pants (for boys), pulling someone's skirt or jogging pants (for girls), pinching ones' nipples (for boys), Touching private parts (boys) and calling someone *bayot* (gay). Furthermore, the working definition of sexual bullying by the National Society for the Prevention of Cruelty to Children (NSPCC), which they adopted from WOMANKIND Worldwide, sexual bullying is:

*“...any bullying behavior, whether physical or non physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls – although it is more commonly directed at girls. It can be carried out to a person's face, behind their back or through the use of technology.*

[www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/sexual\\_bullying\\_definition\\_wdf68769.pdf](http://www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/sexual_bullying_definition_wdf68769.pdf)

The website [www.equalityhumanrights.com](http://www.equalityhumanrights.com) describes sexual bullying as any sexualized name-calling and verbal abuse, rubbishing sexual performance, ridiculing physical appearance, criticizing sexual behavior, spreading rumours about someone's sexuality or sexual experience they have had or have not, unwanted touching and physical assault ([www.equalityhumanrights.com/uploaded\\_files/EqualRightsRespect/stopsexualbullying.pdf](http://www.equalityhumanrights.com/uploaded_files/EqualRightsRespect/stopsexualbullying.pdf), Date Retrieved: December 21, 2012). Sullivan (2011) added that these behaviours are specifically unwelcomed conduct of sexual nature that can affect a student's ability to participate in or benefit academically and can create an intimidating, threatening or abusive school environment (The Anti-Bullying handbook Second Edition, 2011:54).

A group of respondents said that there are times that they are doing it for fun and others particularly the teachers perceived it as bullying:

*"maglalaro lang naman kami. Alam man namin na laro lang yun. Gi-pull ko yung jogging pants niya pero nag-shorts man siya. Tapos dumaan yung teacher at pinagalitan kam."* (We were playing that time. We know that it was just a play. I pulled her jogging pants but she was wearing shorts. Suddenly, a teacher passed by and saw us and scolded us.) (Dina, Second year student, FGD)

Name-calling, teasing and spreading rumours about someone's sexuality are common among students. There are boys being teased or being called 'gay' because of the way they act or mannerism, they are close to girls and their interests. A respondent shared his experience which illustrates spreading rumours about someone's sexuality:

*"Miss I heard rumours about me that I'm gay. Miss, I am not. If they want to know they can approach and ask me. I'll be willing to*

*answer them. I feel like people are looking at me everywhere in the campus. Why are they like that? I didn't do anything to them.* (Richard, Third year student, FGD)

Furthermore, cyberbullying may also be a medium in sexual bullying which makes it more painful and damaging on the part of the victim. There may be more of these victims in the campus who chose to keep quiet and silent struggling their way to school every day.

Extortion was also mentioned by several respondents. The bully approaches the victim and forcefully asks money or buys him/her food or other materials.

*"Kumakain po ako as isang fast food tapos biglang tumayo po si Juan at yung mga kasama niya sa harap ko tapos nag-palibre sa akin. Di ko siya pinansin pero paulit-ulit yang sinasabi na librehin ko siya kaya binigayan ko siya ng 100.00 pesos. Binalik niya po yung change na 30.00 pesos tapos umalis. Umiyak na lang ako."* (I was eating in a fast food when Juan and his friends stood in front of me. He told me to buy him food. I ignored him but he did not leave and kept on asking me to buy him food. So, I gave him one hundred pesos. He gave back the thirty pesos change and left. After that, I cried.) (Leslie, First year student, KII)

Another respondent said that there are bullies who would exclude you if you are not going to treat them. Furthermore, another way performs extortion between friends a respondent conveyed that:

*At first they will treat you and then right after they will tell you to do the same. Then, napapansin ko na palagi na lang ako yung taya (I noticed that I was the one who always treat them out) and if I refuse they would tell me, 'ikaw nga nagpapalibre sa amin' (You've asked us to treat you before). Hindi ko naman gi-ask yun (I did not ask that from them). If I refuse to treat them I feel like I really did something wrong. Paminsan (sometimes) they would go to the canteen without me.* (Faustina, First year student, FGD)

Respondents have experienced or witnessed the following forms of bullying in the campus: verbal, cyber, relational and physical bullying and the find them as worst respectively. A respondent said the worst form of bullying is *libak* or backstabbing and how it affects the person.

*"Libak talaga ang pinaka-worst (Backstabbing is the worst). It does not only give you pain but also it makes the person look bad to other people. (Clara, Fourth year student, FGD)*

Thus, the need to be aware of these forms is needed not only to students who can either be the potential bully or victim; so more for the teachers, administrators, parents and other school authorities.

### **Forms of Bullying of Boys in Comparison to Girls**

Respondents revealed that boys are more likely to use physical bullying in comparison to girls. A study conducted by Smith (1999) and Smith and Sharp (1994) among primary and secondary schools in the Sheffield project, found that boys were more apt to physical bullying and threatened compared to girls, and girls were inclined to experience indirect bullying such as verbal and relational bullying (as cited by Sullivan, *The Anti-Bullying Handbook Second Edition*, 2011:21). Schuster (1996) boys are more likely to be bullied by boys whereas girls may be bullied by girls, boys, or mixed groups (as cited by Goodman, NYU Child Study Center-Bullies: More Than Sticks, Stones, and Name Calling, [www.gcnc.com/depts/counseling/pdf/Bullies-More Than Sticks and NameCalling.pdf](http://www.gcnc.com/depts/counseling/pdf/Bullies-More Than Sticks and NameCalling.pdf), Date Retrieved: December 5, 2012).

Respondents describe bullying of boys to be more of actions or physical rather than verbal. A respondent illustrated as frequent but not serious. Another respondent said that the game become the cause of bullying:

*“ano mas worst kasi yung boys hindi sila naga-think na kung anung mangyari sa kanilang gina-bully at gina-suntukan suntukan at di nila gina-think kung anong mangyari. (I think bullying perpetrated by boys is worst because they don't look into the consequences of their actions particularly the one they bully.) (Melissa, First year student, FGD)*

Boys also engage in verbal bullying particularly name-calling and teasing against a person's sexuality or gender, trash talks (sometimes using Facebook or other social networking sites) and backstabbing. Owens (1996) study shows that boys use more physical and verbal aggression than girls. He links the early socialization of boys particularly how they play, the large hierarchy dominated groups which are less intimate (as cited by Sullivan, *The Anti-Bullying Handbook Second Edition*, 2011:21). A respondent stated that boys are less expressive particularly when they are hurt and that boys can easily forgive.

*“Most of the time kasi ang boys, forgive and forget lang. So kung matapos na 'to wala ng pakialam ganyan ganyan. So kung gina-bully ko siya tapos magdating na point na maglaban na siya tapos parang mapag-usapan na namin kung ano yung problema ko sa kanya or ano yung problema niya sa akin; after that, forgive and forget na wala na.” (Most of the time boys were more likely to forgive and forget. So, if bully someone and if there will come a time the other person would fight back and decides to talk about the problem and vice-versa. After that, we can forgive and forget.) (Lester, Fourth year student, KII)*

Girls, on the other hand, as described by the respondents take on bullying seriously like backstab, emotional, and utter hurtful words. Sampson (2002) also includes relational bullying behaviours such as social isolation,

ignoring, excluding and backstabbing. Kenny, McEachern and Aluende (2005) found that adolescent girls in particular are prone to name calling and gossiping (Kenny, McEachern and Aluende, *Female Bullying: Prevention and Counseling Interventions*, 2005: 13, [www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes/JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf](http://www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes/JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf), Date Retrieved: December 21, 2012).

A respondent said that if you did something wrong or if they think a person did something unacceptable to them they would make you feel bad.

*“Ginawa ko man ng maayos yung part ko sa performance task. But, there was a technical difficulty at hindi nag-play ang music. Pagkatapos ng presentation grabe na sila makapadungog sa akin ang dami gud tao sa quadrangle. And, I know that it was really me because I was the one assigned to do the music part. Ang dami gud nila na galit sa akin. Nakatingin sila kaya nagtago na lang ako sa CR at umiyak.”* (I did my part well for the performance task. But, there was a technical difficulty and the music didn't work. After the presentation, they started making loud comments and there were a lot of people in the quadrangle. And, I know it was me because I was the one assigned to do the part. They were really angry with me. They were staring at me so I went to the comfort room and cried.) (Alice, First year student, FGD)

Sullivan (2011) cited the a number of studies (Archer and Coyne, 2005; Björkqvist et al., 1992; James and Owens, 2005; Owens et al., 2000; Underwood, 2003) that girls' aggressive behavior are consistent, that means girls are aggressive and covert in nature, which are motivated by their relational goals in making and breaking friendships (Sullivan, *The Anti-Bullying Handbook Second Edition*, 2011:22). In addition, Ditzhazy and Burton (2003) describes girls friendships as exclusive in their and more intimate than boys (Kenny, McEachern

and Aluede, Female Bullying: Prevention and Counseling Interventions, [www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes/JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf](http://www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes/JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf), Date Retrieved: December 21, 2012:13).

Compared to boys, girls would tend to hold grudges as conveyed by another respondent:

*“Ang girls, naga-hold talaga sila ng grudge against for example, ako gina-bully ko siya tapos mag-stand out na siya sa akin, tapos magbati na daw kami behind that naga-libakanay pa rin.”* (Girls would hold grudges, for example, I am bullying a particular student and that person would stand-out. And after that, we reconciled but it will not stop there, backstabbing will still continue.) (Emilio, Fourth year student, KII)

A female respondent said that hitting a person (male or female) is not enough or won't give any satisfaction:

*“Sa babae naman we don't have that kind of pressure coz even if we hit someone wala lang we don't feel any better. But, once you really hit (emphasized) the person you hit them emotionally. You feel good kasi you won over that person.”* (For girls, we don't have that kind of pressure 'coz even if we hit someone we don't feel any better. But, once we 'hit' the person... you 'hit them emotionally'. You feel good because you won over that person.) (Cindy, Fourth year student, FGD)

A study conducted by school psychologist Quistgaard (2008) showed that girls are more likely to involve both girls and boys in their bullying victims (Quistgaard, *Bullying in Schools: Understanding Bullying and How to Intervene with Schools*, IUC Journal of Social Work Theory and Practice, 2008:2).

Some respondents would say that there are no significant difference between bullying perpetrated by boys and girls. Young et al. (2010) said that it has been believed that girls are inclined to use relational aggression or bullying rather than physical, but studies to date have not found consistent patterns of gender differences and a number of studies have indicated that there is little support for calling relational aggression as "girl aggression" (Young et al., Relational Aggression Among Students, 2010:12, Date Retrieved: December 18, 2012). Quistgaard (2008) cited Bonds and Stoker (2000) and Cullerton and Crick (2005) that young adolescents use aggression to maintain their perceived popularity and social status (Quistgaard, Bullying in Schools: Understanding Bullying and How to Intervene with Schools, IUC Journal of Social Work Theory and Practice, 2008:2).

In line with this, the study conducted by Healey, Dowson and Nelson appears that sex based differences in types of bullying may be, probably be, context dependent. That means, it is important not to assume that the boys and girls will engage in a particular form of bullying (Healey et al., Adolescent's Experiences, Perceptions and Attitudes Towards Bullying, SELF Research Center, University of Western Sydney, Australia, [www.aare.edu.au/05pap/hea05443](http://www.aare.edu.au/05pap/hea05443), Date Retrieved: October 10, 2012). O'Neil (2008) also stated that there are cases of serious physical bullying among girls where the victims were hurt badly. Sullivan (2011) also cited Boulton and Hawker (1997) that boys as they grow older would engage in 'psychological bullying'. (Sullivan, the Anti-Bullying Handbook Second Edition, 2011:21).

Another study by Archer and Coyne (2005) found that there is a lesser distinction between gender differences when it comes to social aggression. The terms used to describe aggression that hurts others by disputing friendships or social status such as indirect, social and relational aggression were overlapping. Furthermore, they said that there are no current consensus that will best and that there are no empirical evidences that would support their differentiation (as cited by Underwood and Rosen, Gender and Bullying: Moving Beyond Mean Differences to Consider Conceptions of Bullying, Process by which Bullying Unfolds, and Cyber Bullying, [www.icbtt.arizona.edu/sites/default/files/Underwood and Rosen\(in press\).pdf](http://www.icbtt.arizona.edu/sites/default/files/Underwood_and_Rosen(in_press).pdf), p. 3, Date Retried: November 14, 2012).

### **III. EFFECTS OF BULLYING**

It is the consequences of the bullying behavior done towards the victim. The effects of bullying may have overt and covert signs. Moreover, several respondents said that the effects will depend on person and the bullying being inflicted. All forms of bullying may have immense effect on victims (as cited by Beran, T., Bullying: What are the Difference between Boys and Girls, [http://www.educaiton.com/print/Ref Bullying Differences/](http://www.educaiton.com/print/Ref_Bullying_Differences/), Date Retrieved: December 28, 2012).

The responses of the participants are categorized according to the nature of the bullying effects such as: a) Psychological; b) Physical and Physiological; c) Academic; and, d) Relational. Kenny et al. (2005) categorized it as psychosocial

and psychological effects (Kenny, et al., Female Bullying: Prevention and Counseling Interventions, 2005: 14, [www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes /JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf](http://www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes /JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf), Date Retrieved: December 21, 2012). Moreover, bullying effects identified by Fields (1999) can result to psychological, sociological, physiological and biochemical harm leading to either trauma or social phobia (Bully Busting: How to Help Children Deal with Teasing and Bullying, 1999: 49).

Some respondents would say that it would depend on the student how he or she perceives the bullying scenario. In which, Fields (1999) reported that those children who are sensitive can be affected and traumatized, by just one bullying incident. Further, she also compared bullying victims with crime victims (Bully Busting: How to Help Children Deal with Teasing and Bullying, 1999: 17). Porter (2007) also cited the study of Juvonen and et al. (2000) that long-term effects of bullying vary: some victims report few long-lasting effects, and whereas Kochenderfer-Ladd and Ladd (2001) found out that other experiences ongoing maladjustment (Porter, Bullying an extract from Porter, L., Student Behavior: Theory and Practice for Teachers 3<sup>rd</sup> Edition, 2007, [www.louiseporter.com.au/pdf/bullying\\_web.pdf](http://www.louiseporter.com.au/pdf/bullying_web.pdf), Date Retrieved: December 28, 2012).

A male respondent said that one of the effects of bullying makes him better. Some of the respondents thinks that it depends on the person if he or she will take it as a motivation to be a better person or not to fight for it.

*“kasi matutuo ka maglaban para sa sarili mo at i-protect mo yung sarili mo sa bully.”* (Because you will learn how to protect and fight for yourself against the bully.) (Marlon, First year student, FGD)

Field (1999) created a series of layers that caused by bullying. The first, is the actual bullying; second, the victim denies that they have been bullied, they do not inform their teachers and parents; third, the fear increases that means they fear that bullying happens again; and, in the end they feel like a failure (Fields, *Bully Busting: How to Help Children Deal with Teasing and Bullying*, 1999:49).

### **A. Psychological Effects**

Respondents describe this as an effect that makes the victim feel demoralized, threatened, depressed or ‘paranoid’. The said effect directly affect the victims’ psychological and emotional disposition.

Most of the respondents said that the fear and trauma caused by the bullying experience may result to low self-esteem or confidence has a lasting effect which may last a long time. A study by Olweus (1992) was cited by Rigby (2003) his studies revealed there is a loss of self-esteem consequent to being bullied may continue over a much longer period of time. Furthermore, Rigby (2003) stated a study conducted by Sharp (1995; 12:81-8) among English secondary schools student that it was observed and that victimized students reported to have been feeling irritated, nervous, and panicky after some series of bullying incidents. In line with the said study, they found out that 32% conveyed that they had recurring memories of bullying and 29 % students had difficulty

concentrating (Rigby, K. Consequences of Bullying in Schools, [www1.cpa-apc.org:080/publications/archives/cjp/2003/October/rigby.pdf](http://www1.cpa-apc.org:080/publications/archives/cjp/2003/October/rigby.pdf), 2003:586).

*"Nag-start siya with backstabbing which is not true, some. Nag-reconcile kami pero unuulit-ulit na lang nila na gina-backstab nila ako. So, parang ang feel ko sa sarili ko I'm so small na and down maybe just here sa classroom. It's like iba talaga iba talaga yung feeling each day na papasok ka sa same classroom with same people na whom you trust the most. Pero it turns na iba pala yung (the student's voice is cracking. Teary eyed/holding back her tears), Yung gina-sabi nila sayo na, "Oh! Yes, I trust you." "We are friends, best friends." "Sabay tayo lunch ha." Something like that pero kapag wala ka they backstab you through internet, text-text, tawag-tawag, or ano kapag kasama yung ano yung ibang group. Like I said, it makes me feel so little sa whole world, ako lang yung mag-isa na naga-stand out para sa sarili ko or something." (It started with backstabbing. Some of it was not true. We reconciled but it did not stop there. They still continue backstabbing me. I really felt small and down may be just only here in the classroom. The feeling is really different like you get inside the classroom with the people you trust but turned out to be the other way around. They would tell you nice things like, "Oh! Yes, I trust you, ""We are friends, best friends," and "Let's take lunch together." But, if you are not with them they would talk about you through texts, call and with the other group. Like I said, I feel like I'm alone standing or fighting for myself.) (Martina, First year student, FGD)*

Porter, L. (2007) listed the following as emotional signs of victimization from bullying (Porter, Bullying an extract from Porter, L., Student Behavior: Theory and Practice for Teachers 3<sup>rd</sup> Edition, 2007, [www.louiseporter.com.au/pdf/bullying\\_web.pdf](http://www.louiseporter.com.au/pdf/bullying_web.pdf), Date Retrieved: December 28, 2012).

- Appears to be distressed, anxious, subdued, unhappy or tearful but refuse to say what is wrong
- Changes in mood and behavior
- Explosive anger

- Low self-esteem
- Fear of going to school
- Requests to leave the school

The victim's feeling of helplessness and hopelessness on the part of the student which may lead them to question their existence and purpose in life. The researchers believe that the feeling of helplessness and hopeless are factors why victims believes that informing authorities that they are bullied may worsen the situation. They fear that that the bullying might end and that authorities and parents may make things complicated. Fields (1999) mentioned that children who have been bullied are experiencing and suffering post traumatic stress disorder (PTSD), and a few of them will be affected on a chronic basis. She pointed out that these children may have experienced a life-threatening situation, threat to their personal integrity, intense fear, helplessness, which are basic conditions of PTSD (Fields, Bully Busting: How to Help Children Deal with Teasing and Bullying, 1999:57).

Respondents mentioned 'paranoid' which they defined as a state of which the victim thinks that everything will go wrong or conscious and at the same time cautious of him/herself particularly the girls. The study done by van de Wal et al. (2003) was also cited by Kenny et al. (2005) which they found that bullying had a significant effect on depression in girls as compared to boys (Kenny, et al., Female Bullying: Prevention and Counseling Interventions, 2005: 15, [www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-](http://www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-)

Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf, Date Retrieved:  
December 21, 2012).

The feeling of helplessness, hopelessness and fear may create an enormous effect on the victim. Three of the respondents said that the need to stop and to protect themselves from the bully is to either get them first or go through bullying again. Thus, they thought of hurting the bullies themselves.

*“Second year po kami binubully na po ako ni Julio. Ang ginawa ko sinabi ko sa kanya na ayusin na lang pumayag naman po siya at pumayag naman akong makipagkita sa Juna only to find out na may dala siyang baril. Tinutok niya po yung baril sa akin. Dismissal po yun. Naisipan ko na patayin siya along with his friends kay sa ako yung mamatay.”* (I was bullied by Julio since second year. I decided to talk to him to finally settle things with him. He agreed and asked to meet up with me at Juna and only to find out he brought a gun with him. He pointed it to me. That was dismissal. I thought of killing him and his friends first rather than be killed.) (Ruben, Third year student, KII)

“I did prepare a knife. I actually placed it inside my bag when my mom saw it. I told her I need to protect myself from my bully friends. I think it is the only way to make them stop. My mom took it and talked to me and helped me out.” (Luke, First year student, FGD)

*“Ako naisipan ko na mag-dala ng knife para self-defense lang.”* (I thought of bringing a knife for self-defence.) (Emilio, Third year student, KII)

A study conducted by Namsel, Overpeck, Haynie, Ruan and Scheidt (2003) explained that either being a bully or victim was consistently related to four violent behaviours: those carrying a weapon, carrying a weapon to school, frequent fighting, or involved in a fight (as cited by Zinan, N., Bully Victim

Identification and Intervention Program for School Nurses, scholarworks.umass.edu/cgi/viewcontent.cgi? article=1000&context=nursing\_dnp\_capstone&sci-red=1&referrer=http%3A%2F%2F, 2010: 6, Date Retrieved: December 28, 2012).

A position paper made by the Plan International pointed out that most of the victims of bullying can seriously suffer from 'increased stress' and 'serious psychological' problems and are apt to commit 'suicide'. Furthermore, they also specified some other psychological effects such as: lose of self-esteem, shame, anxiety and likely to dislike schooling and 'truant' to avoid victimisation (Bullying, <http://plan-international.org/learnwithoutfear/files/bullying-position-paper>, Date Retrieved: October 18, 2013). In line with this, Arsenault and his team validated the belief that being bullied has an adverse effect on children's health (Bullying Harms Kid's Mental Health, Mindanao Daily Mirror, March 16, 2008, p. 23).

A respondent said that bullying can also resort to suicide. He pointed out though that he was not able to witness or heard about it happened in the campus.

*"...magkaroon ng depression yung person tapos baka magkaroon ng thoughts ng suicide. Pwede siya maging last option at lalo na kung grabe na siguro masyado."* (The person will experience depression and at some point will have suicidal thoughts. It could be the last option particularly if the bullying is too much.) (Victoria, First year student, FGD)

A number of respondents shared various experiences of bullying and how it affects their daily routine in school.

*"Di ako nagbabaon dati pero after po nung incident na binatukan ako doon sa canteen naisipan ko na mag-baon na lang."*

*Kasi po para di na ako lumabas ng classroom at maiwasan na makasalubong yung ng bully sa akin.”* (I don't usually bring my lunch box to school. But when I was at the canteen I was smacked on the head so that there is no need for me to go to the canteen or come across the person who bullied me I thought of bringing my lunch box. (Emilio, Third year student, KII)

Rigby (2003) used various reliable self-esteem measures, the study revealed that low self-esteem or low global self-worth is associated by repeated victimization. In the same journal he cited a Norwegian study which identified evidences of an enduring loss of self-esteem could be traced to peer victimization at school (Rigby, K., Consequences of Bullying in Schools, <http://ww1.cpa-apc.org:8080/publications/archives/cjp/2003/october/rigby.pdf>, 2003: 586, Date Retrieved: December 21, 2012).

## **B. Physical and Physiological Effects**

This effect can easily be detected by teachers, school authorities and parents. These are the physical manifestations can be seen or observed such as cuts and bruises and caused by physical aggression or bullying. Rigby (2003) termed this as Physical Unwellness in this category he said that there is a clear physical disorder particularly evident in medically diagnosed illnesses and included psychosomatic symptoms (Rigby, K. Consequences of Bullying in Schools, [www1.cpa-apc.org:080/publications/archives/cjp/2003/October/rigby.pdf](http://www1.cpa-apc.org:080/publications/archives/cjp/2003/October/rigby.pdf), 2003: 584).

There are two identified physical effects respondents observed in the campus and these are namely: hurting oneself, broken arms and *sabunutan*

(pulling someone's hair) particularly happen or done by girls. Porter (2007) presented the following physical manifestations as unexplained physical injuries, unexplained damaged of clothing and property, disappearance of money, somatic complains, sleeping difficulties resulting in tiredness on school, loss of appetite and are usually starved when they come to school (having had their lunch stolen) (Porter, Bullying an extract from Porter, L., Student Behavior: Theory and Practice for Teachers 3<sup>rd</sup> Edition, 2007, [www.louiseporter.com.au/pdf/bullying\\_web.pdf](http://www.louiseporter.com.au/pdf/bullying_web.pdf), Date Retrieved: December 28, 2012).

One bullying incident conveyed by a respondent illustrating physical effect which caused discomfort on the victim.

*"First year din kami that time. May classmate kami na gi-taggo niya yung eyeglasses ng classmate namin. Wala naman yun siyang ginagawa din sa kanya. Nahahirapan talaga yung may-ari ng eyeglasses kasi di siya talaga makakita tapos sa likod pa siya nakaupo. Basta nakita na lang yung eyeglasses sa trash can na sira na... wasak talaga." (We were still in first year. We had a classmate who hid the eyeglasses of this particular classmate. The owner actually did nothing wrong against that classmate. He really had difficulty since he is seated at the back. In the end, he saw his eyeglasses broken inside the trash.) (Lindy, Third year student, FGD)*

Students who were sent to the clinic due to hyperventilation or experiencing "thumping" in the chest are usually were referred to the Student Development Center (SDC) for counseling within the school year 2011-2012. Most of these students were bullied and are girls. Some of them reported being backstabbed, ignored or isolated by friends, rumoured and bullies making loud, nasty and rude comments towards the victim. Secondary students in Australia

were presented with lists of Physical Complaints Scale (PCS) which consists of 21 different health complaints. The study showed that there is a large difference of 0.001 for each item between victims and others were in relation to headaches, mouth sores, and “thumping” in the chest. (as cited by Rigby, K. Consequences of Bullying in Schools, [www1.cpa-apc.org:080/publications/archives/cjp/2003/October/rigby.pdf](http://www1.cpa-apc.org:080/publications/archives/cjp/2003/October/rigby.pdf), 2003: 588).

Furthermore, another study using the Health Behavior in School-Aged Children Survey (HBSC) was administered to students ages 11, 13 and 15 from 28 different countries. The results were varied between countries and may reflect on cultural differences. Victimization and health symptoms remained constant and the reported presence of the said symptoms increased by the frequency of bullying. Furthermore, a 1996 study conducted by Williams, Chambers, Logan and Robinsons with the help of eighteen school nurses conducted semi-structured interviews and complete questionnaires for the victims. The results showed a significant trend of increased risk of all symptoms and were correlated with the increased frequency of bullying experience (sometimes or more often). The students reported to have series of psychological effects such as feeling sad, not able to sleep well, bed wetting, and experiencing more than occasional headaches and stomach-aches (as cited by Zinan, N., Bully Victim Identification and Intervention Program for School Nurses, [scholarworks.umass.edu/cgi/viewcontent.cgi?article=1000&context=nursing\\_dnp\\_capstone&sci-](http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1000&context=nursing_dnp_capstone&sci-)

red=1&referrer=http%3A%2F%2F, 2010: 4-5, Date Retrieved: December 28, 2012).

### **C. Academic Effects**

The consequences are observed in the student's academic performance, attendance and outlook about school. There are a number of academic effects in bullying identified by the respondents such as absences, tardiness, quitting school, *takot magpunta ng school* (frightened to go to school), *hindi maka-concentrate sa studies* (cannot concentrate or focus in their studies) and transferring in another school. A study conducted by Sharp (Sharp, 1996; sharp and Thompson, 1992) on over 700 English secondary school students, they found that 29 percent that they found it hard to concentrate on their school work, 20 percent said that they would truant to avoid bullying, 22 percent conveyed that after they have been bullied they felt physically sick and 20 percent have sleeping difficulties (Fields, Bully Busting: How to Help Children Deal with Teasing and Bullying, 1999:34-35).

These manifestations mentioned above are linked to the psychological, physical and physiological effects experienced by the victim. Most of the students referred to SDC from the school clinic due to hyperventilation were bullied and preferred not to go back to their classroom and would miss some lectures, quizzes and other classroom activities. Furthermore, the following are the academic signs gathered from Field and Carroll (2006), Olweus (1993), and O'Moore and Minton (2004):

- Sudden difficulty asking or answering questions in class
- Decline in school performance (output) and/or processes such as concentration
- Reduced participation in class activities
- absenteeism

Moreover, Fields (1999) said that victims have been deprived of the quality of education. Students with learning difficulties are more likely to hide their lack of understanding or afraid clarifications for the fear that they will be teased or laughed at by their classmates. Students who are academically inclined who are sensitive, may feel ashamed in sharing their insights and understanding because they may be teased of being so bright. Their fear of embarrassment or ridicule prevents these students from trying, developing their skills and performing well in class. They tend to hide their special talents and skills and further limit their achievements (Fields, *Bully Busting: How to Help Children Deal with Teasing and Bullying*, 1999:52).

A respondent said that instead of participating in class he opts not to because his classmates laughed at his response.

*“Nagaparticipate man talaga ako nung una pero may time na mali palayung answer ko gitawanan ako ng classmates ko tapos pabalikbalik nila ginapaalala sa akin. Sabi ni Miss mag-participate daw ako pero nakakahiya man gud ako baka mali at tawanan lang.”* (I used to participate in class. But, there was a time I gave a wrong and my classmates laughed at me. After that, they would often talk about it again and again. My teacher told me to participate in class but I feel uncomfortable and conscious whether my answer is wrong and be laughed at again.) (Lina, First year student, FGD)

Further, Fields (1999) said that teachers may tend to overlook the bright, quiet, bored, and scared and assume they are content, instead of focusing on them and providing extension studies for these students. Because these students won't speak up and teachers will have difficulty identifying their ability and would assume that they have less ability or that they are being assisted by their parents (Fields, *Bully Busting: How to Help Children Deal with Teasing and Bullying*, 1999:53).

Another respondent described how a victim feels and how bullying affects their day-to-day activities particularly how to cope. The thought of quitting school are reinforced by the psychological and relational effects (which will be discussed on the later) then academic effects such as tardiness, absences and others mentioned above.

*“Ang effects sa ma-bully sometimes ma-feel ng person na gusto niyang mag-quit ng school yang ganun gani sir, kasi yang hate siya ng mga tao sa classroom like parang sinabi ni Maya na parang magpasok siya sa classroom ‘tos lahat ng people kay plastic gani, tapos yang parang hate pala siya, tapos pag wala yung tao kay mag-libak libak na gani, ‘tas feel mo mag-quit ng everything you are doing, tapos parang mag-solo ka na lang sa world, ‘tos parang feel mo yang alone ka na talaga, wlay pulos gani or walay pulos gani ang life mo.”* (The effects of being bullied sometimes the victim would feel quitting from school. Because all of the students in the classroom hates the person just like what Maya said that when she enters the room and all of them are plastic or not true to her. They hate her and backstab her. Then, the victim would feel to quit or stop and there's a tendency that the victim would feel alone in the world and useless.) (Jenny, First year student, FGD)

According to the website [www.freefrombullies.com](http://www.freefrombullies.com) that bullying has a serious effect on the retention and absenteeism. Furthermore, they stated that students who are bullied has a greater possibility to leave school earlier, and

many of those who left school earlier reported that bullying is the reason why they left. Half of their respondents said that bullying affected their plans for further education. (Article 5: What are the Effects of Bullying, [www.freefrombullies.com/articles/Article\\_5.pdf](http://www.freefrombullies.com/articles/Article_5.pdf), Date Retrieved: December 19, 2012). These were also supported by several studies cited by Porter (2007) reported that prolonged harassment or bullying would lead to absenteeism from school with about 10 to 15 percent of persistent absentees giving bullying as a reason or leaving a school altogether (Porter, Bullying an extract from Porter, L., Student Behavior: Theory and Practice for Teachers 3<sup>rd</sup> Edition, 2007, [www.louiseporter.com.au/pdf/bullying\\_web.pdf](http://www.louiseporter.com.au/pdf/bullying_web.pdf), Date Retrieved: December 28, 2012). Fields (1999) the trauma or phobia developed psychologically through the bullying experiences would lead the student victim to refuse to go to school (Fields, Bully Busting: How to Help Children Deal with Teasing and Bullying, 1999:56-57).

#### **D. Relational Effects**

Relational effects are personal and social in nature. Most of the responses fall into this category. It is how an adolescent communicate or interact with his or her own environment (the student's family and community). Moreover, Hall, Lindzey and Campbell (1998) explained Erik Erickson's psychosocial theory that an individual during adolescence stage starts to develop the sense the feeling of his or her own identity and the need to belong. However, if disrupted by bullying experience/s a student or adolescent's developing identity

is in trouble. This may lead to the feeling of isolation (Fields, 1999:54), emptiness, anxious, and indecisive and these may also be coupled with self-consciousness and embarrassment (Hall, Lindzey and Campbell, Theories of Personality Fourth Edition, 1998: 201).

Respondents describe relational effects of bullying as: *masira* (destroy one's image, loner or forever alone, *isipin kung belong siya sa society* (thinks where he/she belongs in the society, *hindi makipag-mingle sa ibang tao* (will not mingle with other people), and less friends or avoid making friends. Furthermore, respondents also think that victims might also want to inflict pain in others just like what Ruben and Luke's statement above. In the article published in the website [www.freefrombullies.com](http://www.freefrombullies.com) said that 'people who are bullied appear to have more difficulty making friends. They consider this as one of the worst effects of bullying (Article 5: What are the Effects of Bullying, [www.freefrombullies.com/articles/Article 5.pdf](http://www.freefrombullies.com/articles/Article%205.pdf), Date Retrieved: December 19, 2012).

Porter, L. (2007) listed the following as social signs of victimization from bullying (Porter, Bullying an extract from Porter, L., Student Behavior: Theory and Practice for Teachers 3<sup>rd</sup> Edition, 2007, [www.louiseporter.com.au/pdf/bullying\\_web.pdf](http://www.louiseporter.com.au/pdf/bullying_web.pdf), Date Retrieved: December 28, 2012).

- Involvements in quarrels or fights in which they appear defenceless,
- Victims of constant teasing,
- Isolation at play and lunch times

- Try to stay close to adults at play and lunch times
- Lack of out-of-school-hours contact with classmates
- Few invitations to social gatherings

Two of the respondents said that aside from isolation the victims are inclined to look for groups to fit in. The psychological, emotional and relational effects are present. Some respondents said that there are victims who consciously avoid people because they think they are potential bullies.

*“Effects ng bullying yang palipat-lipat siya ng mga groups. Hindi siya maka-decide kung saan siya dapat, saan siya na belong...”* (One of the effects of bullying is when a person transfers from one group to another. The person finds it difficult to decide to go to or where he or she belongs.) (Marianne, Fourth year student, FGD)

*“They are like social butterflies (victims). FC (Feeling Close) siya na tao pero ano hindi siya masyadong nakikipag-attach to any person pagdating na sa mga confidential di siya nag-sheshare. Di intimate sa group of friends niya. Like palipat-lipat sila ng group. They go to the jocks, and then to the music people, yung hindi siya maka-decide which group of friends and tunay niya na kaibigan.”* (They are like social butterflies. They are the type of person who think you are close to them, however, chose not to be attach to any person when it comes to confidential or personal things. They do not share. They are not intimate to their friends. They go from one group to another. They go to the jocks, and then to the musical people. They cannot decide which group to stay and they cannot identify who are their true friends.) (Melissa, Fourth year student, FGD )

Prolonged victimization has an added and possibly a more persistent ‘social impact’ manifested by *social mistrust* and *alienation* (Kochenderfer-Ladd and Ladd, 2001 as cited by Porter, Bullying an extract from Porter, L., Student Behavior: Theory and Practice for Teachers 3<sup>rd</sup> Edition, 2007,

[www.louiseporter.com.au/pdf/bullying\\_web.pdf](http://www.louiseporter.com.au/pdf/bullying_web.pdf), Date Retrieved: December 28, 2012).

On the other hand, some groups use bullying to check a newbie's loyalty particularly those so-called "social butterflies".

*"Yes. Kasi of course barkada man kami and then we feel violated kasi may gustong sumali parang wait lang muna, are you fit enough to join us? Like mag-bully man din paraan i-check kung may vibes. (Yes. Of course we are a group and then we feel violated then someone wants to join us. It is like... wait are you fit enough to join us? Like bullying is also a way to check if there's a connection or vibes (Madeline, Fourth year student, FGD)*

The said social butterflies are victims who keep themselves away from potential bullying experiences. And, they keep themselves with a barrier and become totally self-centered. That barrier will keep them further pain. Because of bullying they are very sensitive to criticism and tend to 'ignore any constructive feedback' (Fields, *Bully Busting: How to Help Children Deal with Teasing and Bullying*, 1999:54).

### ***Effects of Bullying Perpetrated by boys in Comparison to those of Girls***

Most of the respondents describe bullying perpetrated by boys as both serious and for fun; and, girls as direct, personal and emotional. Garandean, C. F. and Cillessen, A. H. N. (2006) found that girls tend to bully other girls through the peer group rather than directly bully a victim. And, often people see bullying among boys as "just boys being boys" (as cited Beran, T., *Bullying: What are the*

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particularly those so-called "social butterflies":

On the other hand, some groups use bullying to check a newbie's loyalty

2012).

[http://www.education.com/print/Ref\\_Bullying\\_Differences/](http://www.education.com/print/Ref_Bullying_Differences/), Date Retrieved: December 28, 2012).

Boys react depends on the pain inflicted by the perpetrator. Researchers Boulton and Underwood, 1992; Limber, Flerx, Nation and Melton, 1998; Sampson, 2002; emphasized the difference between bullying among boys and girls. The result of the their researches shows that boys commonly bully both boys and girls; generally, girls bully girls (as cited by Kenny, McEachern and Aluede, 2005; *Female Bullying: Prevention and Counseling Interventions*, 2005: 13, [www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes/JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf](http://www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes/JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf), Date Retrieved: December 21, 2012).

The descriptions given by the respondents are substantial with those of Sullivan's (2011: 21) and Fields (1999: 31) they emphasized on the importance of the relationship of bullying and the friendship patterns. Besag (1988:40) emphasized that 'boys seek power and dominance' while 'girls need a sense of affirmation and affiliation, a feeling that they belong and they share intimacy expressed in exchanging confidences and gossip (as cited by Sullivan, K, 2011:12).

Based on the responses the researchers found that the effects of bullying on girls are more on the psychological and relational which also affects their academics, physical and physiological development.

*"Girls, naga-hold talaga sila ng grudge against sa bully, for example, ako gina-bully ko siya tapos mag-stand out na siya sa akin,*

*tapos magbati na daw kami behind that naga-libakanay pa rin ganyan ganyan. Ang girls kasi naga-hold ng grudge. Parang di nila nakalimutan ang nangyari.”* (Girls, they really hold grudges against the bully. For example, I bully someone, then that person fought for him or herself and we reconciled. However, at the back of our minds there was no reconciliation. That means backstabbing continues. Again, girls hold grudges and that they find it difficult to forget what happened.) (George, Third year student, KII)

According to several researches and responses from the participants, girls use verbal and relational forms of bullying. Sullivan (2011) argued that the indirect aggression by girls is more likely overlooked because they seem to be subtle and there are no physical manifestations of pain or damage. He further emphasized that it is as harmful as physical bullying perpetrated by boys and the need for awareness is highly suggested (Sullivan, K., *The Anti-Bullying Handbook Second Edition*, 1998, 2011: 22).

In line with this, respondents identified some of the effects of bullying on girls which depicts their friendship pattern: self pity, revenge, they create rumours, ends friendship, *maghanap ng ibang kaibigan tapos balikan at magbalos* (look for other friends and seek revenge), emotional, *mas malala* because girls are expressive (much worst because girls are expressive), *madaling maapektohan* (easily get affected), *mas madaling bumaba ang self-esteem* (they get easily suffer from low self-esteem), *mas conscious kasi mang-iwan* (more conscious because they will leave you), *ginadibdib* (takes things personally), and *mahiya* (shy).

The study conducted by Kenny, McEachern and Aluede (2005) explained the difference of the effect of bullying on girls compared to boys. Kenny,

McEachern and Aluede (2005:13) cited Crick and Grotpeter (1995) on their proposed term 'relational aggression' in identifying the actions perpetrated by girls which affects their peer relationships. Thus, when girls friendship breaks it is much painful compared to boys. Further, Casey-Cannon, Hayward, and Gowen (2001) as cited by the above authors, discussed that girls rely on what their friends say and how it affects the formation of their self-worth. That makes adolescent girls vulnerable to criticisms and comments (as cited by Kenny, McEachern and Aluede, 2005; Female Bullying: Prevention and Counseling Interventions, 2005: 13-14, [www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes/JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf](http://www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes/JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf), Date Retrieved: December 21, 2012).

In the website [www.promoteprevent.org](http://www.promoteprevent.org), they also identified long-term effects of bullying and violent victimization on girls such as: difficulty on focusing on tasks, isolation and loneliness, depression, decreased confidence, suicidal and homicidal thoughts, a decline in academic performance, anxiety, and eating disorders (O'Niell, 2008: 17) (Girls Bullying and Violence, [www.promoteprevent.org/sites/default/files/girls\\_bullying\\_and\\_violence.pdf](http://www.promoteprevent.org/sites/default/files/girls_bullying_and_violence.pdf), Date Retrieved: November 14, 2012).

As mentioned above, boys frequently uses physical bullying compared to girls. In addition, their friendship pattern is different from girls. Field (1999: 31-32) found that boys generally form 'large hierarchical groups' where they demonstrate their physical ability which are 'not conducive to indirect aggressive

forms of bullying. This correlates with the respondents' observations of the effects of bullying on boys in the campus such as: *magbalos* (revenge) Physically, *gusto lumaban* (wants to fight back), *galit* (Anger), stressed, not comfortable to go out with others, tough mentality ("I handle it"), find ways to solve his problem, tends to become loner, *hindi umiiyak at okay kaagad* (does not cry and easily feels okay), and *tinatago ang feelings* (hide one's feelings).

Rigby (2007) conducted a study in Australia found that boys are likely to respond with anger compared with girls (Sullivan, K., *The Anti-Bullying Handbook Second Edition*, 2011: 22). Most of the respondents said that there is no significant difference on the effects on both sexes. A respondent conveyed that both sexes experience the same pain although perpetrators used different forms of bullying.

*"naga-revenge sila yang sa boys parang mag-sugod sila sa kanya or sa kanila mag-away away sila. Sa girls kay mag-revenge sila mag-libak sila parang ganun. Masaktan man din sila pareho. Yung iba mag-quit ng school."* (They both resort to revenge. Boys would go after each other and fight; while the girls would seek revenge through backstabbing. They both feel hurt. Some would quit school.) (Rose, First year student, FGD)

### ***Worst Effects of Bullying***

Numerous studies show that bullying has damaging effects on the victim. The researchers noted some of the worst effects of bullying based on the respondents' answers. An effect may be considered as worst if it has a long-term effect on its victim; if it damages victim's self-esteem; if the victim has thoughts of hurting himself/herself and others; if it affects the immediate family, school and the community.

Respondents consider the following as the worst effect of bullying.

Researchers categorized their responses as follows.

Psychological Effects: *Natatakot* (frightened), *mahiya* (shy), depression, low self-esteem, *walang tiwala sa sarili* (low self-confidence), *magtanim ng galit* (holding grudges), cautious, does not trust anyone, *walang gana* (unmotivated), and *ma-conscious sa sarili* (self conscious).

Relational Effects: *Ayaw makipag*-friend (refuse to make friends), terminating friendship, prefers to be alone, *maraming i-avoid* (avoids a lot), seek revenge or *magpursigi na maka-revenge* (eager to seek revenge), *plasticity* or plastic (the person untrue), and the bullied becomes a bully.

Academic Effects: Grades are affected, *takot pumasok sa school* (afraid to go to school), don't want to go to school or quit schooling, transfer to another school, and *hindi maka-focus* or concentrate sa studies (cannot focus or concentrate in his/her studies).

Physical Effect: Hurt themselves

Fields (1999: 3) conveyed that regardless the intention was to hurt or just having fun some victims may experience long-term effects of bullying and should receive an immediate intervention and counseling. A respondent said that bullying has a positive effect.

*"mas maging malapit sa Panginoon at sa mga kakilala.* (They will get closer to God and the people they know). It is either they will

be get closer to their parents and continue ignoring that person.”  
(Marianne, Fourth year student, FGD)

An article posted in [www.education.com](http://www.education.com) conveyed that individuals regardless of age and sexes victims may experience bullying in unique ways (Beran, T., Bullying: What are the Difference between Boys and Girls, [http://www.education.com/print/Ref\\_Bullying\\_Differences/](http://www.education.com/print/Ref_Bullying_Differences/), Date Retrieved: December 28, 2012). Thus, Fields (1999:63) pointed out that children who has been bullied may experience difficulty in coping with the developmental tasks meaning they will have difficulty in dealing with stresses and demands later in their adult life.

#### **IV. MOST COMMON VENUES AND TIME OF BULLYING**

The following part show insightful results about the bullying behavior of students in particular places and time.

##### ***Common Places for Bullying***

Bullies are everywhere (in the school), Evelyn M. Field (1999, p.7) pointed out in her book entitled *Bully Busting: How to help children deal with teasing and bullying*. Most of the respondents of this study however, identified specific places in the school where they believe bullying commonly takes place.

A large majority of the respondents identified the classroom as the place where most bullying happens. All forms of bullying according to one First Year respondent may happen in the classroom, while another First Year respondent called the classroom as a “place of torture”, referring to the varied bullying he

experienced and witnessed inside the classroom. When a Fourth Year self-confessed bully was asked of his opinion on this, he agreed that indeed most bullying happen in the classroom. As he explained:

*"... more or less, 6 hours katabi mo mga seatmate mo. Tapos hindi baya talaga 6 hours full attention kayo sa teacher, wala man talaga kayong magawa niyan so maglibak-libak kayo, magchismis-chismis kayo which is a form of bullying." (...you sit with your classmates about 6 hours a day. And you can't really give your teacher full attention for the whole 6 hours, so, you talk about other people...)*  
(Gilbert, Fourth Year, KII)

When asked if they are not afraid that the teacher might catch them, Gilbert answered that they have discreet ways of bullying in the classroom without being noticed by the teacher. Examples he gave was subtly poking a classmate's back or head, *tabis-fabis* (spiteful look), or making face. In some instances, they may even have the opportunity to "jokingly" put or get some things from the bag of a classmate without the knowledge of the latter or the teacher.

The researchers believe then that teachers should be more vigilant about this tendency of the students to make fun of their classmates despite their presence. Teachers should constantly remind students to immediately call their attention when they are being bullied. This is specially so, since Gilbert said that in most cases, the victims do not report the bullying despite the presence of the teacher. It may be because of what another Fourth Year respondent shared in one Focused Group Discussion session:

*"Lain kasi 'pag nagsumbong ka. Parang gina-degrade mo sarili mo na parang hindi mo kaya magbalos or something...parang magmukhang maliit ka." (It feels bad when you report the matter*

(to teachers). It's degrading that you can't get back at the bully...you will look small.) (Bryan, Fourth Year, FGD)

Carpenter (2009, pp.48-49) supports this finding by saying that "a large portion of bullying occurs in the classroom, right under the teacher's nose. This happens because the teacher can't be watching all the students all of the time – that's impossible. And children are very good at figuring out exactly what they can get away with and when." She also found out that indeed victims doesn't often report their experiences of bullying to authorities – parents and teachers. This is because according to Carpenter (2009, p.61) many victims "think that he/she must remain silent in order to belong" and they are "worried other kids will call him/her a tattletale," among others.

Aside from the classroom, other venues the respondents identified are the comfort rooms, corridors, the canteen, and the Martinez Sports Center (particularly the 3<sup>rd</sup> and the 4<sup>th</sup> floor due to the absence of school authorities). Some respondents also shared that bullying also commonly happen outside the campus particularly at the Matina Town Square (MTS) – a favorite hang-out of students where a number of fast food and "entertainment stalls" are found. It is common that many Ateneo students spend time at MTS after dismissal. Apparently, according to some respondents, bullies see this as an opportunity for them to make fun of other students. Another identified place outside of the campus prominent for bullying and fights is the Champaca St. at Juna Subdivision – a residential area just a stone's throw away from Ateneo. When asked asked why the place, Ruben, a Third Year respondent during a Key

Informants Interview (KII) session said that it simply is a favorite place for “settling” issues since it is somehow a secluded street where vehicles seldom pass. Ruben added that Champaca St. became so prominent that it even became synonymous with “*suntukan*” (fist fight).

*“Like if a bully wants to threat another sir, he would say...Gago ka! Unsa man, champaca na lang?!”* (...Hey stupid! Let’s deal this with champaca?!) (Ruben, Third Year, KII)

However, few respondents believe that “*walang pinipiling lugar ang bullies*” (bullies bully anywhere), while others say that there is bullying anywhere in the campus when a teacher is not around. Sullivan (2011, pp.19) supports this finding by quoting the result of Rigby’s (2007) study which suggests that bullying is likely to happen in areas where there is less teacher surveillance.

### ***Bullying in a Crowded Place versus Bullying in a Secluded Place***

Majority of the respondents believe that bullying happens more in crowded places, but with less school authority. This finding is supported by the study of Rigby (2007) which was cited by Sullivan (2011, pp.19-20) saying that “a large number of students surveyed say that bullying is more prevalent in the open, (but) less supervised areas of the school.” It is significant to note though that for the respondents, school authority would mean teachers and administrators only. Whenever they bully, they don’t seem to mind the presence of office staff and maintenance workers, and for some, even security guards. “*Kahit may guard pa diyan, basta wala lang teacher*” (Even there’s a guard, as long as there are no teachers (there will still be bullying)) commented one Third Year respondent.

Furthermore, the respondents' answers seem to be categorized into three when asked whether bullying commonly happens in a crowded or secluded place in the campus:

- A. forms of bullying,
- B. reason/s of the bully, and
- C. circumstances for bullying.

### ***A. Forms of Bullying in a Crowded and Secluded Place***

Bullying in a crowded or secluded place greatly depends on the form of bullying being perpetrated. The respondents agree that verbal bullying commonly happens in a crowded place like the canteen, corridors during break time, classroom, and the like. Physical bullying on the other hand, normally happens in a more private or secluded place like the comfort room, 3<sup>rd</sup> and 4<sup>th</sup> floor of the Martinez Sports Center, and inside the classroom when most students are out.

*“Depende po. Kung violent na bullying, they would have it sa secluded place. Pero kung mga chismis-chismis lang, they would rather have it sa maraming tao.”* (It depends sir. If the bullying is violent, they would have it in a secluded place. But if it is gossiping (or back-stabbing), they would rather have it around many people.) (Ana, Second Year, FGD)

### ***B. Reasons for Bullying in a Crowded and Secluded Place***

Bullying happens in crowded places in the campus because bullies tend to feel more superior and more popular since a lot of students can witness their act. Bullies also choose to bully in places where there are a lot of students because

with more witnesses, the more humiliating it is for the victim of bullying, and the more satisfying it is for the bully. As Gilbert, a self-confessed bully puts it:

Gilbert: *"Kung ako (and mambully), I would rather have it sa maraming tao kasi it would get their attention, tapos parang isipin ng mga tao sayo grabe ka kasi gipaiyak mo yung tao..."* (When I bully, I would rather have it in a crowded place because I would get more attention, then people would think that I'm strong because I was able to make a person cry.)

Researcher: *"Are you saying that a bully is proud with what he's doing?"*

Gilbert: (without any hesitation) *"Oo."* (Yes) *"...kasi isipin ng mga tao na strong siya, wala siyang kinatatakutan. Matatakot ang mga tao sa'yo. So, no one would think na kalabanin ka."* ( ...because people would think that he/she is strong, that he/she is not afraid of anyone. People will be afraid of you. So, no one would think to fight with you.)

Furthermore, since bullies are perceived as popular or "cool," respondents mentioned that they even gain support from the crowd. It may be by cheering the bully on, joining the gossiping (*chismisan*), or laughing at the antics of the bully. This is also evident in the result of the study of Witvliet et al. (2009) as quoted by Christina Salmivalli (2012, p.116) who added that the crowd may be doing this in order to enhance their own social standing.

On the other hand, some bullies choose to victimize in private because they believe that their act will less likely to be reported to authorities since there are less or no witnesses of their act. Bullies seem to know of the fact that the victims themselves often do not report the harassment they experience, as shown in numerous studies cited by many authors and experts (Field, 1999; Maudlin, 2002; Mishna, 2004; Carpenter, 2009; Sullivan, 2011; Storey and Slaby,

2012; Salmivalli 2012). Moreover, though it may be true that some bullies are even proud of what they are doing, some respondents believe that bullies don't want to be labeled as such and consider bullying as "bad for their reputation," hence, some do it in private.

### ***C. Circumstances for Bullying in a Crowded and Secluded Place***

Respondents reported that bullies are more confident to bully in the crowd, specially when they are with their friends who are also bullies. Moreover, some victims of bullying relayed that some bullies are student-athletes, some belong in a "gang", while others in an active school organization. It was reported that bullies use their group of friends to gain confidence in bullying others. Hence, it is not just once that respondent-victims reported experiencing being ganged-up by bullies.

Bullies on the other hand, bully in secluded areas when "*ma-timingan nila ang victim sa c.r.*" (they see an opportunity that a victim is alone in the comfort room) says one respondent. This also happens when a victim is inside the classroom with only a few students.

### ***Common Forms of Bullying in a Particular Place***

As previously stated, most bullying happens in the classroom; some in the comfort room, the corridors, canteen, and the Martinez Sports Center. This part of the study relates the specific types of bullying that happens in these places.

One respondent previously mentioned that all forms of bullying may be done in the classroom. Specifically, most respondents reported that teasing and

name-calling are very common inside the classroom. Some are physical bullying like pushing, "sikad"(light kicking) and "hapak" (slapping). "Libak-libak" (backstabbing or gossiping), and "parinig-parinig" (indirectly calling out a person) are also common responses. "Sugod-sugod" (assault) usually done by a group to a lone victim is also some of the responses. A group of Fourth Year boys also reported that they "jokingly" grab the private parts of their male classmates or pull down their male classmates' P.E. jogging pants in front of their other classmates. Some respondents reported that this also happens among girls, though less frequent.

More "violent" forms of bullying happen in the comfort rooms where less or no witnesses are around. "Sumbaganay" (fist fight) are some of the answers of the boys, while "libakanay" (backstabbing) and vandalism are common answers among girl respondents. It appears though, that bullying in the comfort room is more common among girls than with boys. Girls particularly bully somebody by writing nasty things in the cubicles. Such writings will be "igat si (name of the person)" (\_\_\_\_\_ is a flirt), or "baho ug ilok si \_\_\_\_\_" (\_\_\_\_\_ has a smelly armpit).

*"Meron akong alam sir, best friends gani yun sila before, tapos yun palang isa hate niya yung isa, tapos parang doon sa CR yung isang buong door gidedicate niya doon sa best friend niya. Tapos lahat ng mga bad things gipangsulat, lahat ng mga secrets gi-spill-out niya doon tapos marami masyadong nakakita."* (I know one sir, they were even best friends before, one hates the other, then she "dedicated" one whole cubicle door to her best friend. She wrote all the bad things about her, all her secrets were spilled-out, a lot of people read it.) (Darlene, First Year, FGD)

The corridors are a common place for teasing and name-calling. Occasional “*sugod-sugod*” (assault), “*libakanay*” (backstabbing), “*tabis-tabis*” (spiteful look), and extortion also happen. Bullying in the corridors though is rather occasional since bullies will only have the opportunity during break time or dismissal time. This is unlike many studies done abroad as cited by Sullivan (2011, p.19) where the corridors show to be a very common place to bullying incidents. This is because students subject to said studies abroad frequently change classes, which is not common in the scope of this study.

Bullying in the 3<sup>rd</sup> and 4<sup>th</sup> floor of the Martinez Sports Center (MSC) is also limited to chances a bully gets when a victim happens to be in the same place where the bully is. Bullies are also given an opportunity to perpetuate their antics whenever they have Physical Education (PE) classes at the MSC. They often laugh at or talk about how their classmates play basketball or volleyball very badly. Some respondents also relayed incidences where bullies (particularly boys) pulled down their classmates jogging pants or poke their classmates’ buttocks during their PE class.

### ***Common Time for Bullying***

Many of the respondents said that there is no particular time for bullying. Bullying, they say, may happen “always, anytime, everyday, 24/7”. Confident bullies may even bully during class hours while a teacher is conducting a lesson. This usually happens when the teacher divides the class into several groups for a small group activity, or even during class discussions when a classmate recites.

In both cases, the teacher has divided attention and is only focused to only one group or person. Sometimes the victim would call out to the teacher that the bully is making fun of him/her, but the confident bully will just deny his/her action and usually laughs it off.

Moreover, bullying happens inside the classroom when “*walay lingaw*” (it’s boring) or “*walang magawa*” (there’s nothing to do). A bully normally calls out a name out loud, then some of his/her classmates will join in and “it (bullying) spreads like wildfire,” according to one Second Year respondent. Another respondent also said that bullying happens every time a bully is with his/her close friends, who normally are also bullies themselves.

On the other hand, many respondents said that bullying happens whenever there is no teacher or administrator around. This usually happens during recess, lunch time, or dismissal because they are free to go anywhere without supervision from a teacher.

Still a few said that there is bullying in special events in the school like the School Fiesta and the Campus Pop. In the School Fiesta, students tend to use certain booths to humiliate somebody. Example given was the “Love Knot Booth” where students may pay a certain amount to the owners of the booth for them to catch and tie two students (normally a boy and a girl) who have feelings for each other. Bullies, however, asks to partner a target victim and somebody whom they know the victim hates. Campus Pop on the other hand is an event in Ateneo de Davao High School which serves as a culminating activity of the School Fiesta. It is a program held at night and culminates with a band and

much dancing. This event however can also be a venue for sexual bullying according to a group of Fourth Year boys. They have a dance they call the "caterpillar" where they form a train and dance around. Whenever they pass a group of girls, they would deliberately touch some of the girls' private parts or pull the strap of the girls' brassiere. The victims will not be able to identify the culprit since it is too dark and there are a lot of students dancing. Besides, it will be more humiliating for the girl to inform anybody that she was sexually bullied. So, some of the victims will just cry, while others will just pretend nothing happened said the group of Fourth Year boys.

## **V. PERCEIVED CIRCUMSTANCES THAT LEAD TO BULLYING**

In this part of the study, the respondents were asked to share their knowledge, experience, and observations regarding A.) why bullies bully; B.) why some students are bullied; and C.) why does bullying persists.

### ***Common Reasons why Bullies Bully***

All the respondents gave varied answers to this part of the study. The researchers, however, were able to categorize the responses into three (3), namely:

- A. Bullying tendency as caused by others;
- B. Bullying for personal gain; and
- C. Bullying due to a personal concern.

### **A. Bullying Tendency as Caused by Others**

Respondents believe that bullies seem to bully because of the influence of other people – by their own families, classmates and peers, stress from teachers and school work, and by the victims themselves.

Some respondents said that bullies bully because they do not have parents to properly guide them. Though this study was not intended to make a correlation of parent-absenteeism and bullying, it may be significant to note that many of the students of the Ateneo de Davao High School have parents working abroad, are very busy with their own profession, or very busy running their own business. Hence, the observation of some respondents about bullies lacking proper guidance from parents may be true. This was proven true in the study of Williams et al., (2005) as cited by Sullivan (2011, pp.30-31) saying that families that do not provide monitoring and boundaries are likely to produce children with poor relationship skills who know little except haphazard reactions and random antisocial behavior.

Others reported that some of the bullies are also victims of bullying at home. Efren, a First Year respondent who is the youngest of four all-boys siblings shared during an FGD session that he is usually picked-on by his siblings. They would call him “*bayot*” (gay), and ask him to do some errands for them. Being the youngest, he said “*wala koy choice*” (I don’t have a choice). Aside from being bullied by his brothers, he also talked about his family problems, and his parents always being away. Efren admitted that he bullies his classmates, and that he does it because he cannot assert his will in his own

family. It seems in this case that Efren uses bullying as an outlet for his frustrations in the family. The same result came about in the study of Rigby (2007) as cited by Sullivan (2011, p.30) suggesting that an adolescent in a dysfunctional family where communication is minimal or non-existent and where the relationships are poor is prone to developing feeling of inferiority and resentment that can lead to the need to dominate others.

Hannah: *"May iba na oppressed sila, may iba na they don't feel good about themselves sa bahay kasi gina-bully sila. To make them feel good about themselves naga-bully sila sa school."* (Others are oppressed, while others don't feel good about themselves at home because they are being bullied. To make them feel good about themselves, they bully in school.)

Researcher: *"So dito nila sa school nirerelease?"* (So they release it here in the school?)

Iya: *"Yes, especially if you're the youngest. Kasi marami akong friends na bunso na hindi close sa older siblings, (I have a lot of friends who are youngest in the family and are not close with their older siblings) they barely talk or they don't acknowledge each other. The parents are not at home, the older ones have the power and they make the younger ones do everything like do this and do that. So, they (youngest) make themselves the boss in the school."* (Hannah and Iya, Fourth Year, FGD)

Moreover, Maudlin (2002, p. 21) stated that studies indicate that bullies often come from homes where physical punishment is used, where the children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are frequently lacking. In fact, she said, most bullies are simply emulating parents who use physical force to get their way. Others are trying to compensate at school for what they suffer at home.

Another reason bullies bully is because of the influence of their peers or classmates. For the respondents, peer pressure plays a very harsh role in the

persistence of bullying in the school. They do what their peers do because of their desire to be “in” the group. Bullying then becomes a key for them to be accepted by their peers. And since many of the respondents view bullies as “cool” and popular, it is not hard, and in fact, even attractive for some prospective bullies to follow the example of the other bullies. Others however feel that they don’t have a choice but to bully because if they don’t, the attention of the bullies will be on them.

*“Honestly sir, it’s parang to go with the flow. Kasi napansin ko, when someone teases a person other people start to tease him also, kaya sumasali nlang ako, to join the club ba, ganon. ...there are also times sir na alam mo gud na mali ang ginagawa mo, you start to see na nasasaktan na siya, pero you cannot stop kasi you’re afraid na if you stop, people who are bullying the other person might bully you. ...I actually know of some people sir who feels trapped. Ayaw nilang manakit ng tao pero what choice do they have? Takot sila na baka kung hindi sila sumali, sila naman ang gawing target ...i-reject sya sir ...rejection ...ganon.”* (Honestly sir, it’s (bullying) like going with the flow. I noticed when someone teases a person other people start to tease him also, that’s why I join-in so that I’ll be accepted. ...there are also times sir that I am aware that what I am doing is wrong, I see that the person is hurt, but I cannot just stop because of fear that the bullies might bully me. ...I know of some people sir who feels trapped. They don’t want to hurt others but what choice to they have? They are afraid that if they don’t join-in, they will be the next target of bullying...they will be rejected sir...rejection.) (Ruben, Third Year, KII)

Some bullies were victims of bullying themselves and they start to bully as a form of asserting themselves. To illustrate this point, one Third Year respondent said:

*“I bully others because I don’t want others to bully me anymore.”* (John, Third Year, FGD)

In the process, a vicious cycle is born where the victim becomes the aggressor who in turn may give birth to another bully through harassing others. (Carpenter (2009, p.63) also acknowledges this by saying that “victims will turn the tables and find a victim of their own. The bullied bully does just that; he/she evens the scales of justice by forcing other kids to suffer the same pain and torment that he/she does.”

A few respondents shared that bullying serves as a form of outlet for bullies. Aside from family problems and pressure to belong to a peer group, teachers and school work is also a big source of stress for students. Unfortunately, one of the ways for bullies to release stress is through causing pain to others. The respondents would call it merely as “*lingaw-lingaw lang*” (merely having fun), or “*trip-trip lang*” (doing for the heck of it) for the bullies.

Furthermore, bullies even blame their victims for the harm they (bullies) have caused them. One respondent who bullied somebody mentioned that “*he* (the victim) *was asking for it.*” Gilbert, a Fourth Year respondent even justified bullying a shy victim, and passes the blame on his victim:

*“May mga tao talaga sir na tahimik...pero akala mo lang na tahimik, eh mabait...pero makainis gud! May mga ganyan na mabait pero makainis, kaya sila binubully.”* (There are people who are silent type...you think that since their quiet, they're good...but they are really irritating! There are good people who are irritating, that's why they're bullied.)

Another respondent who confided that she bullies other students, regardless of year level, blame a person who probably did not mean any harm to her.

*“Kung awayin mo friend ko, awayin rin kita. Kung ayoko paano ka maggalaw (laughs), awayin kita. Like meron yang nakakasalubong mo lang sa corridor, tapos parang first impression feel mo na na makainis! Maisip mo, kaigat ng babaeng ito! Tapos next encounter niyo, nagtingin lang siya sayo, isipin mo agad na ginatabisan ka niya. Tapos yun, hanapan ko talaga ng paraan na ipa-feel ko na ayaw ko sa kanya.”* (If you mess with my friend, I’ll mess with you too. If I don’t like how you behave, I’ll mess with you. Like when I meet somebody at the corridor, and my first impression of her annoys me, I would think that this girl is a flirt. Next time I meet the girl and she looks at me, I would feel that she also doesn’t like me. Then I will really find a way to make her feel I don’t like her.)  
(Jane, Third Year, FGD)

## **B. Bullying for Personal Gain**

Most respondents agree that bullies bully for fun. They do it to amuse themselves and others who are willing to watch the “show”, in the expense, however, of others pain. This usually happens when the bully is bored and “*walang magawa*” (has nothing to do). Usually, other students will just laugh at what the bullies are doing because they find the bullies’ antics as “*nakakatawa*” or “*lingaw*” (funny or amusing). Unknowingly, these students largely contribute to the pain that a victim might be feeling and to the whole bullying process. Other studies indeed show that some bullies are just bored and do not realize that they are hurting a victim and that they see bullying as fun (Field, 1999, p.40). Moreover, Carpenter (2009, p.65) describes the role of the onlookers or bystanders as the “most powerful” because “without an audience there is no show.”

Others acknowledge that bullies do it to be more popular. As earlier suggested, students perceive bullies as “cool,” hence, the more bully you are, the

more cool you will be, and the more popular you become. Similarly, the respondents believe that bullies gain power and show authority and superiority by harassing the “weaker” students. Indeed, bullies feel stronger and more powerful when they can push other people around. One respondent commented that bullies bully so that “others will be afraid of him/her.”

### **C. Bullying due to a Personal Concern**

Many respondents believe that bullies are people with low self-esteem who pushes other people around so that they would feel better about themselves. One First Year respondent said bullies hurt people “*para ma-fill in ang kulang sa kanila*” (to fill-in a hole in them). Others would say that bullies are insecure and jealous of others achievements, hence, they try to bring other people down.

*“May times na ang tao (bully) insecure, tapos libakon nila ang iba because of the success they have gud. Kasi may mga ganyan talaga sa batch...crab mentality man yan ‘di ba?”* (There are times that a bully is insecure, they would backstab others because of the success they have. It’s really like that...you call that crab mentality right?) (Vina, Third Year, FGD)

*“I admit grabe ako mam-bully sa younger brother ko nung bata pa ako kasi I was so jealous nakukuha niya lahat ng attention. It usually annoys me when he is always happy, so parang nagiging sadista ako. Paminsan pinapaiyak ko siya, tapos magtawa ako. Matuwa ako.”* (I admit, I bully my younger brother when we were kids because I get jealous of all the attention he’s getting. It usually annoys me when he is always happy, so I hurt him, and make him cry, then I laugh at him. It was fun.) (Frances, Fourth Year, FGD)

*“ ‘Di ba yang bully, feeling nila forever alone sila dahil sa problema nila sa bahay? ...gusto nila mang-hurt ng ibang tao para kasama nilang maging alone din.”* (Isn’t it that bullies feel

that they are alone because of their problem at home? ...they hurt other people so that others may be alone just like them.) (Jonard, First Year, FGD)

It is indeed a common notion that bullies may have low self-esteem and they bully others for them to feel better about themselves. However, Carpenter (2009, p.40) called this popular notion as the "biggest myth" on the character of a bully. She added that "research has consistently shown that bullies actually possess normal, if not higher, levels of self-esteem than those of their non-bully peers. The popular theory that bullies are just miserable kids who lash out in a misguided attempt to raise their level of self-esteem has been proven untrue." Maudlin (2002, p.19) also stated that there is little evidence to support the contention that bullies victimize others because they feel bad about themselves.

Furthermore, other respondents believe that bullies are just "vicious people" who are having a "hard time expressing themselves." They say that there are no explanation for bullies and bullying, they are simply "rude."

### ***Common Reasons why Others are Bullied***

When asked why some students are bullied, the respondents in general shared characteristics of victims herein categorized by the researchers as:

- A. Physical Appearance
- B. Attitude and Behavior
- C. Ethnicity

### **A. Physical Appearance of the Victim**

Some respondents believe that bad physical appearance of a person makes a person become a target of bullying. They would tease people who are too short or too tall, too thin or too fat, has too many pimple, dark-skinned, or somebody who wears untrendy clothing. This may be the reason why nicknames like *"putot"* (short), *"baboy"* (pig), *"lagom"* (dark), or *"kulot"* (curly), are very popular among the students. This is however contested by Ross (2003) as cited by Sullivan (2011, p.33) who said that research argues that such physical characteristics do not appear to be significant factors that can be correlated with victimization. This study, however, was able to document common terms for verbal bullying (and its corresponding meaning) based on the physical appearance of a victim (see Name-calling, pp.38-39).

### **B. Attitude and Behavior of the Victim**

Most of the respondents believe that the attitude and behavior of a person is a big indicator he/she is bullied.

Many shared that a victim is bullied because he/she is either *"super bait"* (too kind) or *"super sama ng ugali"* (has bad attitude). *"Super bait"* for the respondents would mean a person who is "not aggressive," "someone who allows themselves to be bullied," *"hindi marunong lumaban/magalit"* (does not know how to fight back/get angry), and someone who is perceived as a loner and shy. A bully even believes that if a victim only knows how to stand-up in front of a bully, he (victim) will not be bullied again.

Researcher: *"Ano ang mga dahilan na nabubully ang victims?"*

(What are the reasons why there are victims of bullying?)

Gilbert: *"Hindi sila naga-stand up. Kasi kung bully ka may awayin ka, tapos mag-stand up siya sayo you would stop, di ba? Kasi mapahiya ka man niyan. (They don't stand-up. Because if a bully bullies someone and that person stood-up, the bully would stop, isn't it?) (Gilbert, Fourth Year, KII)*

*"Super sama ng ugali,"* on the other hand is someone who is *"feeling"*

(refers to a braggart or arrogant), *"igat"* (flirt), *"hilas"* (conceited), *"OA"* (Over-Acting) or *"sip-sip"* (teacher's pet).

Others are bullied because of something wrong they have done to the bully (or a bully's friend) before. There are also instances when a person is bullied because of a humiliating incident he/she experienced. Still some experienced bullying because of a behavior that bullies perceive as strange. Often, what amuses the bully is the sexual orientation of their schoolmates, thus, the term *"bayot"* (gay) or *"bayuta oil!"* (that's so gayish) is often used in teasing specially among boys. It was reported however that many gay students tend to bully their classmates and is likely to gang-up on their victim together with their female friends.

### ***C. Ethnicity of the Victim***

Few respondents reported bullying due to religion and race of a prospective victim. Particularly in racial bullying, some students with foreign ethnicity suffer from name calling. Ruben, a Third Year respondent, gave an insightful observation that bullies are somehow attracted to people who are so different from them. They highlight the characteristic of the person strange to them and use it to make fun of the person.

## VI. TOWARDS DEVELOPING A COMPREHENSIVE PROGRAM

Developing a comprehensive program to address bullying in schools entails a systematic and a school-wide participation from the bully, bullied, teachers, administrators, school staff and parents. This program will orient the school community what bullying is and how will each school community contribute to the effectiveness of the program.

### ***Action Students Can Take When Bullying Happens***

These are appropriate actions the victim may take when bullying happens. Some of the respondents said that it is important for the victim to know themselves and to be able to stand up or face the bully.

*“Yang pag ginabully ka wag niyo lang pansinin at wag masyadong dibdibin. Always believe na you are what you are. Parang hindi ikaw yung sinasabi nila ‘coz they don’t know as a person.” (Just don’t mind the bullies and don’t take it personally. Always believe you are what you are. Its not you they’re talking about ‘coz they don’t know you as a person.) (Dina, First year, FGD)*

A respondent also said that the victim should fight especially if the person has done nothing wrong or harm others particularly the bully.

*“Usually kasi kapag gina-bully ka patulan mo talaga kasi parang, bakit ka man magpa-bully kung alam mo tama naman yung ginagawa mo o kaya wala kang masamang ginawa. Kung meron kamang masamang ginawa, mag-sorry ka. You’ve already done your part ‘coz you said sorry already. (Usually if you’re being bullied you have to fight back. Why do you allow yourself to be bullied if you think you are doing the right thing or you have not done anything that could harm others. If you did hurt someone you say sorry...) (Martina, First year, FGD)*

Kenny, McEachern and Aluede (2005: 16) emphasized the importance of 'assertiveness skills' in adolescents. This will enable victims to avoid being victims of bullies. As Sullivan (2011: 33) characterized victims of bullying as unassertive, insecure, rarely defend themselves when confronted by bullies and cautious. A respondent stressed that there is a need to confront the bully in order for it to stop.

*"Sir, para sa akin patulan niya pero hindi yung i-bully niya rin. Like kasi kung pabayaang mo yung bully kasi parang naga-worst, parang nagapalala ba. So, patulan mo siya pero hindi yung bad way, like sabihan mo lang siya, kausapin mo lang siya or like what Barbie said na i-sumbong mo na lang siya sa authority na ipunish."* (Sir, for me there is a need to confront but not bully. Like if the person will just let the bullying continue and worsen. So, confront the person but not in a bad way. You talk to the person or just like what Barbie said report it to the school authorities so the bully will be punished.) (Cindy, First year student, FGD)

Olweus (1994b) explained that when a child knows how to communicate a sense of self-confidence to bullies, they are less likely to be bullied (as cited by Kenny, McEachern and Aluede, *Female Bullying: Prevention and Counseling Interventions*, 2005:13, [www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20 Volumes/JSS-SI-08-Peer-Victim-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf](http://www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20 Volumes/JSS-SI-08-Peer-Victim-Schools-Web/JSS-SI-08-03-013-Kenny-M-C-/JSS-SI-08-02-013-019-Kenny-M-C-Text.pdf), Date Retrieved: December 21, 2012). This was also emphasized by Fields (1999: 6) that an assertive child has a well-developed instinct of survival. They know when people intend to hurt or bully them.

On the other hand, a respondent it is not helpful to report bullying to school authorities. Regardless the report comes from the victim or the bullied.

*"Mag-stand up. Kasi sir kung titignan mo siya kay kung mag-report ka... just like what I said earlier... hindi ka ma-help. Especially hindi ikaw ang gina-bully tapos gireport mo na gina-bully yung tao. Kay kung tingnan mo siya bakit ka man makisali? Hindi ka man kasali dito. Or kung yung bullied ang naga-report isipin ng mga tao... bakit ka man naga-patulong sa iba atin lang man 'to... bakit ka man magpadamaydamay pa ng mga teacher... palaban ka."* (You have to stand-up for yourself because if you are going f to report it will not help especially if you're not the victim then you will report the bully. If you look into it, why do you have to do it? You are not involved or if you are the bullied people will think... why do you ask help from others? Its between you and me. Why do you need to include teachers here? Are you seeking help form them?) (George, Third year, KII)

Most of the respondents think that there is no need to report the bully and the bullying incident for two different reasons: first, respondents believe it will worsen the bullying and the victim will just have difficulty. Second, letting the bully continue what he likes to do and soon after feel tired. Fields (1999:3) stated that a lot of students do not have the skills to counteract the verbal taunts and defend themselves. Further, she emphasized that bullies thrive on "reaction" not "action that means whatever they do will only reveal their sensitivity and weaknesses to the bullies and would lead to further bullying incidents. Moreover, respondents always banks on the saying, "Bullying is a part of life and they need to survive or go through such stage". For them the victim needs to learn how to "fight or flight" for them to survive or be a better person.

### ***Possible Consequences for Bullies***

The respondents presented distinct consequences for the bullies. Respondents believe that sanctions will not help unless the there are proper

interventions given. Furthermore, a respondent said that the consequence will depend on the degree of the bullying.

*“Depende sa gaano ka laki na ginawa nila na thing. Pwede bigyan ng post, kapag calling names, Kapag yang yung sa internet na gani parang mag-blog or mag-post about yang mga teachers, students and everything parang over na gani... dismissal or suspension.”* (It depends on how severe the bullying is. Post will be given for name-calling, if using the Internet like blog or post something about the teachers, students, and everything that is too much suspension or dismissal.) (Dean, First year, FGD)

There are respondents believes that dismissal will given if the act of bullying is severe. They believe that sending the bullies away from the school will help create a safe learning environment.

*“Parang para sa akin din sir kung grabe talaga or parang yang i-dismiss talaga bitaw kasi para mawala na yung mga bully sa school, para ma-prevent yung mga students na mag-lipat.”* (For me, sir, if the bullying is really severe I think dismissal should be given. So that there will be no bullies in school as well as to present students from transferring.) (Leigh, First year student, FGD)

A respondent conveyed an idea that sanctions from the school may not only be the consequence he or she might experience but also losing his or her friends.

*“Baka mawalan din siya ng friends kasi ayaw nilang mag-bully”*  
(The bully might lose his friends because they don't like to bully.)  
(Margarette, First year student, FGD)

### ***Helping the Bully and the Bullied***

Helping both the bully and he bullied is a challenge as a school community. Interventions that would help the victims cope up with their experiences and the bullies in dealing their bullying behaviours.

Effects of bullying on the part of the victim have been discussed above. Moreover, Fields (1999:48) cited a research which discussed the possible effects of bullying on the part of the bullies. The said research embarked on the 'downward spiraling course' on their lives because of their bullying behavior. The scope of bullying behavior interferes also with their education, friendships and other relationships and later on their work, mental health and income. Thus, helping the bullies also needs the same attention as those who are victimized.

Respondents suggested various interventions they think are helpful for both the bullied and the bullies. The following are the suggestions gathered from the FGD and KII sessions:

- Face-to-face conference, sharing or confrontation with a mediator such as the counselor, class moderator, or other school authority.
- Separate interventions for both the bullied and the bullies like self-awareness activities.
- Counseling sessions or be referred to a psychologist

Most of the respondents suggested sharing of experiences of both concerns. Respondents believe that this will help them be aware of each others' feelings and can come up with a resolution or action in addressing the bullying. A respondent added that the lesser people involved the better.

*"Parang face-toface gani sir, parang diretso na lang pagakasabi sa tao (bully) personally. Instead na lahat makalaman. Basta yang personal talks na lang sir para settle na lang."* (Like face-to-face sir, like confrontation, the person will be able to express directly. Instead of letting a lot of people will be involved. Personal talks would do in order to settle things easily.) (Marvin, First year student, FGD)

“Of course they will be two different groups like what I saw on Youtube. After that they were grouped together and then they will have the chance, like the bully and the bullied, what they want each other to know. (Marianne, Fourth year student, FGD)

A respondent also suggested that orientation or talks should be done in a conducive place where students could listen well and ask their questions.

### ***Best Practices the School Did in Addressing Bullying Incidents***

A number of studies and books in addressing bullying in schools have been published in some parts of the world. And, Rigby (2007) there are also a number of successful attempts in reducing as much as 50% reported victimization (Ng, E. and Rigby, K., *Breaking the Silence: Bullying in Singapore*, 2010:143).

Respondents were able to identify the best practices they have observed in the Ateneo de Davao High School: Orientation about Bullying during their Psych-Ed Classes and the students are confident and comfortable to go to the Student Development Center for help.

A number of respondents believe that the teachers can be of best help for students. One of the respondents said that if parents are involved things will be different and that school administrators have so many things to attend to than bullying. *“Wala gud talaga magawa ang parents at ang admin. Kasi kung ang admin. kung tignan mo sila they have a lot on their plate already... so,*

*problemahin pa nila... ang mga teachers na lang. Feeling ko ang teachers talaga ang maka-help.*" (The parents and the administrators can't do anything. If you will look into it the administrators have a lot on their plates already. So, they have to problem about it too. The teachers can do something about it. I can feel that the teachers can help us more.)

*"Parents. parang kung malam man gud ng parents na bully ang student baka may magawa gud sila na grabe talaga. Pero hindi man siya good thing kasi naga-bully na rin ang parents kung ganyan. Diba... parang nagabully na rin sila. Pero kung teachers tama man yun na i-guide lang nila, parang kausapin talaga nila na hindi na mag-bully. Pero parang ka hirap din gud yan sir para sa students."* (Parents. If they will know that their student is a bully they might do something harsh to the student. But, it is not a good thing because it is like they are also bullies as parents. Unlike teachers, they guide students. It is difficult for the student. But, the teachers would really talk to the student to stop bullying.) (George, Third year student, KII)

Furthermore, addressing bullying will depend on individuals involved. One technique or intervention may not be effective to the other. A respondent said that it is important the person who will intervene is familiar or the student is comfortable in sharing his or her experiences or ideas.

*"It is not easy kasi kahit na tagawin ka sa SDC (...because if were called to go to the SDC), you talk one-on-one, it is not the same honestly, it's like random teachers going call me and then "oh, I heard that blah, blah, blah." Of course some would result to lying they don't want to tell secrets to someone. I think it would have been better, I don't know because I have confidence but concerning this a teacher and a student, dapat ata (I believe) the one who will talk to the student is a really close teacher or really, really close friend addressing that matter (Both the bully and the victim). If the SDC facilitator will call me I would definitely, honestly, I would lie to you. Parang, "kamusta ka?" "Okay lang" Para lang umalis ka na. (Like, "how are you?" "I'm Okay," So that you would go.) But if it's my friend who is going to talk to me I would tell her."* (Marianne, Fourth year student, FGD)

The B. C. Safe Schools Initiative in 1997 came up with a comprehensive program to address bullying. They emphasize the importance of a school-wide planning to provide bullying awareness not only to students, teachers, and parents but the whole school community. Given that, creating a systematic and comprehensive program to address bullying is critical (<http://www.bced.gov.bc.ca/sco/resourcedocs/bullying.pdf>).

## CHAPTER IV

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### SUMMARY AND CONCLUSIONS

##### A. STUDENTS DEFINITION AND CONTEXT OF BULLYING

1. The respondents view bullying as an unintentional or intentional act of many forms that hurt another person physically and/or emotionally. It involves an imbalance of power, and may be done once or more, in several instances, events and places (in the campus). Furthermore, it poses immediate and/or long-term negative effect/s to its victims.
  
- 2.

| <i>Just Joking Around</i>  | <i>Bullying</i>   |
|--|---|
| ◦ intended for having fun, avoids hurting the other person                           | ◦ commonly intended to hurt or harass   |
| ◦ both parties are having fun  | ◦ only the bully is having fun, while the other party is hurt                         |
| ◦ has short-term effect; " <i>pwedeng makalimutan agad</i> " (one can easily forget) | ◦ may have long-term effect; " <i>hindi agad makalimutan</i> " (cannot easily forget) |
| ◦ both parties doesn't take it seriously   | ◦ tend to be serious  |
| ◦ imbalance of power is not an issue   | ◦ imbalance of power is a main issue  |
| ◦ it does not happen repeatedly over a   | ◦ may happen repeatedly over a long   |

|  |   |
|--|---|
| long period of time                                      | period of time  |
| ◦ commonly done inside one's <i>barkada</i> (peer group) | ◦ may be done to people outside one's <i>barkada</i> (peer group) |

3. Despite numerous literatures written that bullying is and should not be part of growing up, a large majority of the respondents across year level and sexes still believe that bullying is indeed normal and in fact may be beneficial – that it:

- a.) teaches the victim to be strong and stand up for themselves,
- b.) *“improve (one’s) character,”* and
- c.) *“motivate (one) to become a better person.”*

4. Bullying is seen as “cool” and confident bullies tend to become popular.

## B. FORMS OF BULLYING

1. The Students’ responses were categorized into six forms of bullying –

- a.) Verbal, b.) Physical, c.) Relational, d.) Cyber, e.) Racial, and f.) Sexual

*Bullying.*

2. Most respondents said that name-calling, teasing and “*libak*” or backstabbing are the most frequent form of bullying used in the campus.

3. Aside from its physical manifestations, physical bullying may also involve verbal aggressions such as trash talk, threatening, teasing, and *parinig* and progress at times into fights particularly among boys.

4. The following are social networking sites commonly used by students in cyberbullying: Facebook (FB), Twitter, Youtube, Yahooemail, Google (gmail), Formspring, Myspace, Tumblr, Deviantart, Blogspot and Fanfiction.net.
5. Cyberbullying is the most “convenient” and “easiest” way to bully a person without being caught or identified.
6. Several respondents also mentioned sexual bullying present in the campus such as pulling of pants or jogging pants (for boys), pulling someone’s skirt or jogging pants (for girls), pinching ones’ nipples (for boys) and calling someone “*bayot*” (gay).
7. A number of students also mentioned extortion existing in the campus particularly from the first year.
8. Respondents revealed that boys are more likely to use physical bullying, while girls are verbal and relational.
9. Respondents describe bullying of boys as frequent but not serious, while, bullying of girls as serious and emotional.

### **C. EFFECTS OF BULLYING**

1. The responses of the participants are categorized according to the nature of the bullying effects such as: a) Psychological, b) Physical and Physiological, c) Academic, and, d) Relational.
2. All forms of bullying have psychological effects on the victim.

3. The type of friendship pattern has a contributory factor on the effect of bullying perpetrated by boys in comparison to girls.
4. The effects of bullying on girls are more on the psychological and relational which also affects their academics, physical and physiological development.
5. Worst effects of bullying in the campus include thoughts of suicide or hurting others, diminished self-esteem, depression, the bullied becomes a bully, quitting school, among others.

#### **D. MOST COMMON VENUES AND TIME OF BULLYING**

1. A large majority of the respondents identified the classroom as the place where most bullying happens. Aside from the classroom, other venues are the comfort rooms, corridors, the canteen, and the Martinez Sports Center (particularly the 3<sup>rd</sup> and the 4<sup>th</sup> floor due to the absence of school authorities). Some respondents also shared that bullying also commonly happen outside the campus particularly at the Matina Town Square (MTS) and Juna Subdivision.
2. Majority of the respondents believe that bullying happens more in crowded than in secluded places, but with less school authority, because bullies want to humiliate their victims, but are afraid to be caught by teachers.
3. Many of the respondents said that there is no particular time for bullying. However, a lot said that most bullying happens whenever there is no teacher or administrator around (they don't consider other school personnel and

guards as authorities in the school). This usually happens during recess, lunch time, or dismissal because they are free to go anywhere without supervision from a teacher. Still a few said that there is bullying in special events in the school like the School Fiesta and the Campus Pop.

#### **E. PERCEIVED CIRCUMSTANCES THAT LEAD TO BULLYING**

1. Bullies bully because of varied reasons, which is categorized into three (3):
  - a.) Bullying tendency as caused by others – family, peers, school, and by the victims themselves;
  - b.) Bullying for personal gain; and
  - c.) Bullying due to a personal concern.
2. Victims tend to be bullied because of their a.) Physical Appearance; b.) Attitude and Behavior; and c.) Religion and Ethnicity.

#### **F. TOWARDS DEVELOPING A COMPREHENSIVE ANTI-BULLYING PROGRAM**

3. Some of the respondents emphasized the importance of self-awareness on the part of the victim to stand up for themselves.
4. Some of the respondents think that it would help to inform authorities about the bullying incident. On the other hand, many believe that it will only worsen the situation and it will only add difficulty and pain on the side of the victim.
5. Respondents believe that sanctions will not help unless there are proper interventions given. Many agree though on the idea of dismissal or

suspension as a sanction for bullying depending on the degree and frequency of the act.

6. Varied suggestions for intervention were given which the respondents think are helpful for both the bullied and the bullies: a.) face-to-face conference with a mediator, b.) individual counseling, and referral to a psychologist.
7. Respondents were able to identify the best practices they have observed in the Ateneo de Davao High School: a.) Orientation about Bullying during their Psych-Ed Classes and b.) the students are confident and comfortable to go to the Student Development Center for help.
8. A Number of respondents also recognized the help of the teachers. They said that students are more comfortable sharing their feelings to people whom they know and trust.

## RECOMMENDATIONS

Based on the results and conclusion of the study, the following recommendations are given:

1. Since a large majority of the students across year level and gender see bullying differently than the prevailing definition of bullying – particularly its element of *non-intentionality* and *non-repetitiveness*, it is recommended that the school adapt the study's definition of bullying in the school's Student-Parent Handbook whereby its unique characteristic is highlighted – may be unintentional, and may be done once. Furthermore, that the forms and effects of bullying also be added in the Student-Parent Handbook. Moreover, that said definition of bullying with its identified forms and effects be posted in every classroom for it to become a constant reminder to all students.
2. The study reveals that many of the students, particularly those who were victims of bullying, do not feel the full support of the school. This is because they observe that no actual cases of bullying are being dealt with accordingly. This is also a cited reason, according to the participants of this study, why victims are afraid of reporting incidences of bullying. They share that things will just get worse if they report the bully because the bullies are strong, and the school does not do enough to stop them. Hence, the researchers of this study recommend that the administration in cooperation with all sectors of the community (administration, parents, and students) should come up with dynamic programs and campaigns with the objectives of making the students conscious of the dangers and threats of bullying, to discourage the bullies from harassing others,

and to empower the victims and the bystanders to report incidences of bullying inside and outside the campus.

3. The study further reveals that bullying commonly happens in places and times where authorities are not visible. It is highly recommended then that greater presence of teachers and administrators at the corridors and school grounds during recess, lunch, and dismissal time be considered. A shifting scheme for volunteer teachers may be designed to address this concern. An alternative compensation for said volunteer teachers may be worked on – e.g. cafeteria food chits, gift certificates, or cash gifts.

4. Also to assist school authorities in enforcing a school safe from bullies, the school may look into the possibility of adding more CCTV along the corridors of the academic building, and secluded places like the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> floor of the Martinez Sports Center.

5. The whole Ateneo community be vigilant in countering bullying by dealing with bullying cases seriously.

6. Since the study reveals that some bullies may also be victims of bullying, it shows that bullies also need the help of the school to make them realize the significance and implications of their actions. The researchers recommend then to adapt the idea of “restorative discipline” in dealing with bullying cases, where the bullies are seen not just as perpetrators but also as victims at some extent, who needs help.

7. Adapt an anti-bullying program that will be integrated in the curriculum specifically in the homeroom guidance program.

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# APPENDICES

**Sample: Volunteer Sheet**

**ATENEO DE DAVAO UNIVERSITY**  
High School Unit  
Matina, Davao City

Name: \_\_\_\_\_  
Year and Section: \_\_\_\_\_

Date: \_\_\_\_\_

Please check one box of your choice.

I am willing to participate in the Action Research entitled "*A Study on the State of Bullying in the Ateneo de Davao High School*" by being one of the respondents in the Focus Group Discussion (FGD).

Contact No. \_\_\_\_\_

I am not willing to participate in the said Action Research.

Reason: \_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_  
Student's Signature above Printed Name

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## **Sample: Focus Group Discussion (FGD) Interview Guide**

Facilitator:

Good morning and thank you for coming to talk to us about bullying in the Ateneo de Davao High School. I am (Name of Facilitator) and with me is (Name of Assistant/Documentor). We will be taking down notes but we are also going to record the discussion so no ideas get missed. We would like to know if everyone is okay about that? Furthermore, is everyone here because they want to be? If you want to change your mind it's okay to say so? The information will be gathered and summarized in a report your ideas will be used to help other students, the High School community and other schools to become a friendly place. So, you are making this school a friendly place if you would participate. And this will be submitted to the University Research Center (URSC) for approval.

The purpose and objectives of the Focus Group Discussion or FGD: The Ateneo de Davao High School with the help of the University Research Center (URSC) will be conducting action researches from the different subject areas and offices. The Student Development Center (SDC) in particular is interested to find out the state of bullying in the Ateneo de Davao High School.

### **OBJECTIVES:**

1. identify the Ateneo de Davao High School students' definition and context of bullying;
2. identify the forms of bullying happening within the Ateneo High School Campus relative to:
  - a. acts perpetrated by boys in comparison to those of girls by year level;
  - b. effects on boys in comparison to girls by year level;
3. identify the most common venues and time of bullying;
4. Perceived circumstances that lead to bullying; and
5. Systematically gather data that would be very helpful in developing a comprehensive program that may stop the proliferation of bullying in the campus.

The FGD will last for about one hour and a half. We will be asking you questions related to bullying and we would like to ask you to share your ideas/opinions. We will leave it up to you to do most of the talking and we will do a lot of listening. We will not be giving our opinions. Remember we want to learn from you.

Reminders:

1. During the discussion, try not to use people's real names if you are going to give personal examples. However, we will keep personal information confidential but we cannot promise that everyone will. If friends and classmates will ask about the FGD, we would like you to keep necessary information private.
2. If you feel uncomfortable during the discussion, please let us know at any time and/or you want to share something and you don't want it to be recorded. We will keep all information confidential, except if the information will tell us something that lead us to believe that something or someone is in need of protection – for example, if someone would express hurting someone or hurting themselves. In these cases, we believe we need to discuss such to proper school authorities.
3. We will be giving one question at a time and we will be giving everyone a chance to share their ideas and opinions. There is no right or wrong answers. Please be reminded that it is okay to have different opinions. Don't feel like you need to talk directly to us. Feel free to talk to each other. You can reply to something someone's said. We might ask people by name if they want to speak – just so we can be sure that everyone gets a say. Try not to use real names of people if you use stories to explain your ideas.
  - › Try not to gossip after the Focus Group Discussion.
  - › Let everyone have a chance speak.
  - › Be Respectful.

The facilitator can start asking the participants to introduce themselves and the year and section and start immediately with the questions.

## **FGD Questionnaire**

### **Ateneo de Davao High School Students' definition and context of bullying.**

1. What do you think bullying is?
2. What's the difference between "just joking around" and bullying?
3. In your view, is it bullying if a person says or does something hurtful to someone just once?
4. How much of a problem do you think bullying is here in the Ateneo de

Davao High School? (Students will be given a small piece of paper. Give a rating in a scale of 1-10; where 1 – means no problem and 10 – means it is a huge problem). Explain.

5. What is your opinion in the following statement, “*bullying is a part of growing up*”?

### **Forms of Bullying**

1. What are the acts of bullying in the Ateneo de Davao High School?
2. Is there a difference between bullying perpetrated by boys in comparison to those of girls? Who do think are the worst perpetrators of bullying (boys or girls)? Explain.
3. What are the worst forms of bullying that they have experienced or witnessed in the Ateneo de Davao High School?

### **Effects of Bullying**

1. What are the observed effects of bullying in the Ateneo de Davao High School?
2. How would you describe the effects of bullying in boys in comparison to those of girls?
3. What are the worst effects of bullying that they have experienced or witnessed in the Ateneo de Davao High School?

### **Most Common Venues and Time of Bullying**

1. Where in the campus does bullying happen? Where is the most common place?
2. Does bullying commonly happen in a crowded or secluded place? Explain.
3. What are the common forms of bullying done in a particular venue or place?
4. When does bullying usually happen? Explain.

## **Perceived Circumstances that lead to Bullying**

1. What are the reasons why bullies bully?
2. Why do think some students are bullied?
3. Why do think bullying persists?

## **Towards Developing a Comprehensive Program to Address Bullying Incidents in the Campus**

1. What actions students can take when bullying happens?
2. What would be the possible consequences for the bullies?
3. How can we help the bully and the student being bullied?
4. What are the best things the school did in addressing bullying incidents?
5. What would be the best way in involving students in developing comprehensive program on bullying? Teachers, administration and parents?

## Sample: Letter to Parents Re: Focus Group Discussion (FGD)



### ATENEO DE DAVAO UNIVERSITY

High School Unit  
Acaci St., Matina, Davao City

### STUDENT DEVELOPMENT CENTER

March 8, 2012

Dear Parents/Guardians:

Greetings!

The new vision of the Ateneo de Davao University states that “*As a university it is a community engaged in excellent instruction and formation, **robust research and vibrant community service.***” With this strengthened thrust of the University, we at the High School are on the process of doing several researches. The Student Development Center (SDC) in particular is interested to find out the *State of Bullying* in the whole Ateneo de Davao High School. We already started our Anti-Bullying Campaign with the main objective of making the students aware of the negative effects of bullying, and to gather interested students to participate in the said study of the SDC.

In this regard, we would like to inform you that we are very thankful that your son/daughter is one of the students who signified his/her interest to participate in the said study. We are going to conduct a Focus Group Discussion (FGD) with those students who showed interest. This will be done anytime between March 19-23, 2012, preferably during their scheduled signing of clearance. Said FGD will just be 1 session per group and will be about an hour long only. With this, we are asking for your permission to allow your son/daughter to participate in the said FGD.

Thank you very much for your continued support. May God bless you and your family.

Respectfully yours,

**MR. MIGUEL P. DAILISAN II, RGC**  
SDC Coordinator

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REPLY SLIP

I am allowing my son / daughter to participate in the Focus Group Discussion (FGD) to be conducted by the SDC on March 19-23, 2012.

I am not allowing my son / daughter to participate in the FGD.

Reason: \_\_\_\_\_.

\_\_\_\_\_  
Parent's/Guardian's signature over printed name

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Year and Section

## Sample: Letter to Parents Re: Key Informants' Interview (KII)



**ATENEO DE DAVAO UNIVERSITY**  
High School Unit  
Acaci St., Matina, Davao City

### **STUDENT DEVELOPMENT CENTER**

November 09, 2012

Dear Parents/Guardians:

Greetings!

We at the Student Development Center are embarking for the first time in the field of research. For our first study, we would like to investigate the interesting and presently controversial world of Bullying. In particular, we would like to:

1. know how the Ateneo High School Students define bullying;
2. identify the forms and effects of bullying happening in the campus;
3. identify the most common venues and time of bullying;
4. know the perceived circumstance that lead to bullying; and ultimately
5. gather data that would be very helpful in developing a comprehensive program that may stop the proliferation of bullying in the campus.

In this regard, we would like to inform you that we are very thankful that your son/daughter is one of the students who signified his/her interest to participate in the said study. We believe that your son/daughter can share significant information hence we are asking for your permission to allow him/her to be one of the participants of our Key Informants' Interview (KII). Said KII will be scheduled conveniently for just an hour without sacrificing any of your child's academic time. It is customary that KII sessions are audio-recorded. The identity of the participants though, will be confidential and will not form part of the report.

We are hoping for your support. Always for the Greater Glory of God. May God bless you and your family.

Respectfully yours,

**MR. MIGUEL P. DAILISAN II, RGC**  
SDC Coordinator  
Researcher

**MR. CARLO D. GUIANG**  
SDC Facilitator  
Researcher

**MS. SHERYL JANE L. RICAFORT**  
SDC Facilitator  
Researcher

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CONFORME:

I am allowing my son / daughter to participate in the Key Informants' Interview (KII) to be conducted by the SDC.

I am not allowing my son / daughter to participate in the KII.  
Reason: \_\_\_\_\_

---

Parent's/Guardian's signature over printed name  
Date

---

Student's Name

---

Year and Section

## Letter to University Research Council (URC)

October 10, 2012

**MS. LOURDESITA SOBREVEGA-CHAN**

Chair

University Research Council

Ateneo de Davao University

Dear Ma'am:

Greetings of Peace!

We received a letter from your office reminding us about the deadline for the completion of our research entitled "A Study on the State of Bullying in the Ateneo de Davao High School."

Last September 19, 2012, Fr. Michael I. Pineda, S.J. called for a special meeting with all the proponents to check on the status of each research. All of the proponents expressed their concerns about meeting the set deadline due to the load of work in preparing documents for the PAASCU visit. The meeting concluded with all the proponents requesting for a two-month extension. Said request was supported by Fr. Pineda, S.J.

We humbly request you then Ma'am to allow our group to work and finish our study until December of this year.

Our group was able to conduct FGD sessions with sample students from all year levels. We were able to send through your e-mail the collated responses of said sessions with the students. We further conducted a separate FGD session with class moderators from all year levels. We were able to collate the teachers' responses as well. We are now on the process of collecting and reading related literatures for our study.

At this point, we need help in processing the data we gathered Ma'am. In this regard, our group would like to take this opportunity to seek your professional assistance and be our mentor.

May God bless us always. Ad Majorem Dei Gloriam!

Respectfully yours,

**MR. MIGUEL P. DAILISAN, II RGC**

Coordinator  
Student Development Center

**MR. CARLO D. GUIANG**  
SDC Facilitator

**MS. SHERYL JANE L. RICAFORT**  
SDC Facilitator

Noted by:

**FR. MICHAEL I. PINEDA, S.J.**  
High School Principal