

**INCIDENCE OF BULLYING IN BASIC EDUCATION UNIT OF
ST. PAUL UNIVERSITY PHILIPPINES: BASIS FOR
INTERVENTION PROGRAM DEVELOPMENT**

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ABSTRACT

This descriptive research sought to investigate on the incidence of bullying in the Basic Education Unit of St. Paul University Philippines and subsequently an intervention program will be developed to prevent the recurrence of the identified cases and the occurrence of new cases. Eight pupils were determined by the BEU Guidance and Counselling Center and the Student Welfare Committee of St. Paul University Philippines as perpetrators of the bullying cases filed for AY 2013-2014 to AY 2014-2015: there were eight victims of the said perpetrators, eight parent representatives for both the perpetrators and victims, eight classmates of both the perpetrators and victims, and eight of the teachers of both the perpetrators and victims. Narrative reports and interviews were utilized for data gathering tools. Frequency count and percentages were used for data analysis. Based on the accounts of the perpetrators, attention seeking and susceptibility to irritation are the factors to bullying. On the part of the victims, they are bullied because they have “low self-confidence” or they are “shy.” The most common factors that the parents expressed is a reason for their children’s bullying behavior is the “lack of attention.” Most of the classmates of the perpetrators reasoned out that the latter bully because of peer pressure; friends and they are seeking attention from others. On the part of the victims, their classmates claimed that they are bullied because they tend to become sensitive. The teachers observed that the perpetrators bully because they lack empathy for others. On the part of the victims, the teachers observed that they are bullied because they tend to have “low self-confidence” or “low self-esteem.”

Keywords: *Bullying, intervention program development, bullying behavior, bullying cases*

INTRODUCTION

The school is the heart of the formal educational system and a unique environment that facilitates the child's social, intellectual and moral development. It is here where children grow, develop and nurture their talents and skills to reach their full potentials. Every school provides a welcoming and a friendly atmosphere for every learner that comes to enrol. School days are always fun and exciting as each child acquires new ideas, explore and discovers new things and learns to make friends and relates with others. But why can schools be scary and burdensome to some kids at times? What makes it some nightmare that no child wants to look back and remember? What hinders them to enjoy the beautiful opportunities that schools can offer?

In St. Paul University Philippines, Basic Education Unit, it has been a common observation, for the past two years, that there was a growing and alarming number of cases of bullying filed at the Student Welfare Chairman's Office and was brought to the attention of the Administrators. These children who bully engage in hurtful teasing, name-calling, or intimidation, particularly against those who are weak and smaller because they could not defend themselves.

Bullying has already become a social phenomenon that transcends gender, age or culture. It could very well destroy a human's life. Kids can be mentally scarred if they are often teased. Even worse, they could be killed or fatally injured if the bullying gets extreme. There are many causes of bullying which must be taken cared of before bullying can be stopped: TV violence, broken families or families in poverty and misteaching, are just several of the many serious causes of bullying. It is for these reasons that this concept was constructed. The researcher wants to be able to get a literature review on the factors that contribute to the incidence of bullying and to develop a preventive program to combat bullying among children and consequently foster a more peaceful learning climate.

Conceptual Framework

This study focused on the incidence of bullying at the Basic Education Unit of St. Paul University Philippines. The approaches and processes

instituted to address the reported cases were also determined. The results of analysis for all the variables identified was used as bases for the development of a comprehensive intervention program addressing the occurrence and recurrence of bullying at St. Paul University Philippines' Basic Education Unit. This premise was summarized using the paradigm below.

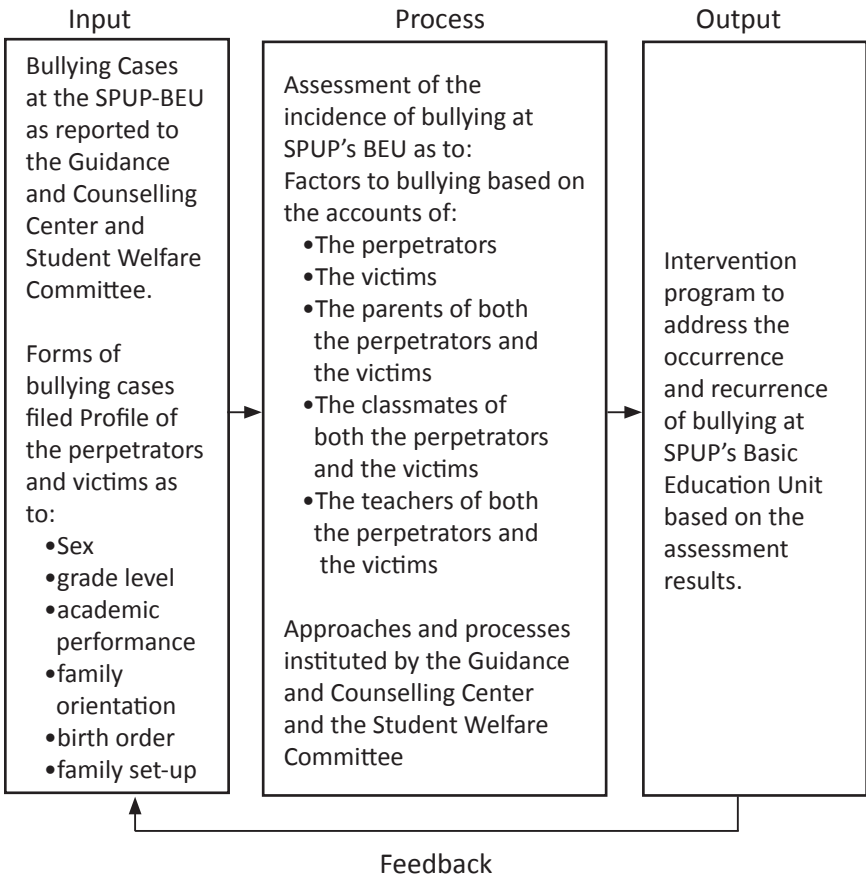


Figure 1. Paradigm of the Study

Statement of the Problem

This study aimed at analyzing the incidence of bullying at the Basic Education Unit of St. Paul University Philippines, subsequently an

intervention program will be developed to prevent the recurrence of the identified cases and the occurrence of new cases.

Specifically, answers to the following questions were sought:

1. What is the profile of the bullying perpetrators and victims in terms of:
 - 1.1 sex,
 - 1.2 grade level,
 - 1.3 academic performance, and
 - 1.4 family orientation regarding
 - 1.4.1 birth order, and
 - 1.4.2 family set-up?
2. What are the common forms of bullying as reported to the Guidance and Counselling Center and the Student Welfare Committee of SPUP's Basic Education Unit on the profile variables?
3. What is the frequency of occurrence of each of the different forms of bullying?
4. What are the factors leading to bullying based on the accounts of:
 - 4.1 The perpetrators;
 - 4.2 The victims;
 - 4.3 The parents of both the perpetrators and the victims;
 - 4.4 The classmates of both the perpetrators and the victims; and
 - 4.5 The teachers of both the perpetrators and the victims?
5. What were the approaches/processes instituted by the SPUP's Basic Education Unit to address the condition of both the bullying perpetrators and the victims as reported?
6. What intervention program can be developed to address the problem of bullying in the SPUP-BEU based on the results of the study?

METHODOLOGY

Research Design

The descriptive research method was utilized in determining the factors contributory to the incidence of bullying at the Basic Education Unit of St. Paul University Philippines so that an intervention program may be developed to address all probable problems relevant to it. The cases filed at the BEU's Guidance and Counselling Center and the Student Welfare Committee were the references in gathering data from the participants of the study. The data collected from the survey included the profile of the participants, the factors leading to bullying as accounted by the participants, and the processes exhausted to address the bullying cases identified.

Participants of the Study

The participants of the study were eight pupils who were identified by the BEU Guidance and Counselling Center and the Student Welfare Committee of St. Paul University Philippines as perpetrators of the bullying cases filed for AY 2013-2014 to AY 2014-2015; the eight victims of the said perpetrators, eight parent representatives for both the perpetrators and victims, eight classmates of both the perpetrators and the victims, and eight of the teachers of both the perpetrators and the victims.

Instrumentation

The researcher made use of the narrative reports from the Guidance and Counselling Center and the Student Welfare Committee of the Basic Education Unit of St. Paul University Philippines as a reference in gathering data to answer the research problems. Series of interviews were also conducted with the bullying cases of perpetrators, the victims, and parents, classmates, and teachers of both the perpetrators and the victims. Key informant interviews were also conducted with the student affairs and other knowledgeable and influential administrators on anti-bullying to validate the data gathered from the different groups of participants.

Data Gathering Procedure

The procedures which were used in the conduct of the study are as follows:

1. Permission and approval to conduct the study were sought from the Top Management and Administrators concerned from the Basic Education Unit of St. Paul University Philippines.
2. A conference with the Guidance and Counselling team and the Student Welfare Committee was conducted to gather data pertinent to the incidence of bullying in SPUP, specifically, on the profile of the perpetrators and the victims and the initial actions undertaken to resolve the reported cases.
3. Interviews with the different groups of participants, namely: the perpetrators, the victims, and the parents, classmates, and teachers of both the victims and the perpetrators were conducted to gather significant data for the study.
4. Analysis of results and findings were carried out in comparison with previous findings from other studies conducted to validate the results of the current study. Consequently, an intervention program was developed to address the problems on bullying at the Basic Education Unit of St. Paul University Philippines.

Data Analysis

The thematic analysis was used to analyze the qualitative responses of the different groups of participants.

Frequency count and percentages were also utilized for quantitative data analysis. Other necessary methods of analysis such as data validation through interviews and records at both the Guidance and Counselling Center and the Student Welfare Committee were employed for a more in-depth understanding of all the needed data in answering the research problems.

RESULTS AND DISCUSSION

Participants' Profile

Majority or 75 % are male perpetrators. This trend also holds true when it comes to the frequency and percentage of the victims as there are still more male victims (7 or 87.5%) than female (1 or 12.5%).

Majority or 75% are from the grade school department.

Majority of the perpetrators' academic performance average range from 81-86%.

There are more first born perpetrators of bullying with the frequency of 4 or 50% followed by the last born with 3 or 37.5% and middle born 1 or 12.5%. This supports also the contention of the related literature as stipulated by Alfred Adler (2015) that first born children are by nature dominant. From the victims of bullying, there are more numbers who come from the last born with 5 or 62.5% followed by only child, first born and middle born with 1 or 12.5%, respectively. This finding is again consistent with the theory of Alfred Adler (2015) that the last born in the family are submissive and soft-hearted.

As to family set-up, there are more perpetrators of bullying coming from parents both living together with a frequency of 6 or 75% followed by separated and widowed with 1 or 12.5%, respectively. The same holds through with the family set-up of the victims.

Common Forms of Bullying According to Profile

On Sex, the data revealed that there are more males who are engage in physical bullying with the frequency of 3 or 50% and physical bullying with a frequency of 2 or 33.33%. No female is involved in physical and social bullying as they are only engaged in verbal bullying. From the finding, it can be concluded that with respect to different forms of bullying, male pupils have higher tendency than the female, to manifest behaviors that inflict discomfort of varied forms on their classmates.

Along Grade Level, majority or 80% of the grade school pupils/ students are engaged in physical bullying than the high school group. As for those who participate in verbal bullying, there is still more grade school students than high school students. It is notable that regarding the incidence of repeated bullying as a basis for the selection of participants; there are more incidence of bullying in the grade school level than in the high school department.

In terms of Academic Performance, out of the five (5) forms of bullying, the students fall under the three (3) forms of bullying, namely: physical, emotional and verbal. It is noteworthy to say that half or 50% of the pupils are engaged into verbal bullying having an academic performance of 81-83% and 87-89%. With regard to physical bullying 3 or 37.5% of the participants have an academic performance ranging from 81-89% while 1 or 12.5% of the participants have an academic performance of 84-86%. These data mean that despite bullying, their academic performance is not higher or lower than the expected grade, in other words, students averagely performed in their class.

With respect to Family Orientation, majority or 66.67% of the first born baby are engaged in Physical bullying. This finding supports the information gathered in the study's related literature as stipulated by Duncan claiming that family orientation is a very significant factor in determining those who have the tendency to engage in bullying. Moreover, participants with parents living together often use physical bullying. Furthermore, verbal bullying is often used by participants with parents living together.

Common Forms of Bullying

Physical and verbal bullying has the same number of occurrence as to the different forms of bullying with frequency of 30 or 42.25%. This is followed by social bullying with 9 or 12.68% and emotional bullying with 2 or 2.84%.

Factors in Bullying

Based on the accounts of the perpetrators, attention-seeking and

susceptibility to irritation are the factors to bullying. On the part of the victims, they are bullied because they have low self-confidence or they are shy. Most of the factors that the parents expressed are that their son/daughter lack attention. Most of the classmates of the perpetrators reasoned out that the latter bully because of peer pressure; friends and they are seeking attention from others. On the part of the victims, their classmates claimed that they are bullied because they tend to become sensitive. The teachers observed that the perpetrators bully because they lack empathy for others. On the part of the victims, the teachers observed that they are bullied because they tend to have low self-confidence or low self-esteem.

Approaches/ Processes instituted by the SPUP's BEU to address the condition of both the bullying perpetrators and victims

Based on the records of the Guidance and Counselling Center and the Student Welfare Office, the following services were instituted to address the bullying conditions experienced in SPUP BEU: individual counselling, group counselling, and consultation with parents and teachers' conference.

Proposed Intervention Program for SPUP-BEU on Bullying

Interventions were constructed based on the results of the forms and factors of bullying. From this, people may know the causes and effects of Bullying.

Interventions	Objectives
Measurement and Reporting	To respond to bullying in its infancy by assessing the size and scope of the bullying problem.
Prevention	To help prevent root causes and consequences of bullying
Awareness	To help prevent root causes and consequences of bullying
Remediation	To establish best and efficient practices that the school and the students should uphold at all times.
Cyberbullying	To institute a follow-up program on the formation needs of perpetrators.

CONCLUSION

Based from the findings of the study, the following conclusions are hereby drawn:

Both perpetrators and victims of bullying have concerns pertinent to attention needs and self-esteem needs. The perpetrators are projecting a need for attention, which is significant in the development of self-esteem, while the victims are projecting inability to deal with their self-confidence. That's why they are susceptible to bullying.

Bullying is attributed to concerns related to the home since the self-esteem is related to formation within the parameters of the family.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are derived:

To Teachers and Guidance Counsellors: Physical and verbal bullying are rampant in the University. Thus, there is a need to inform and process the students on the negative effects and consequences of such forms of bullying.

To Teachers, Guidance Counsellor, and Parents: The common causes why students bully and get bullied because of lack of attention at home, lack of empathy, low self-esteem, low self-confidence, sensitive and over protectiveness. With this cited information, students may undergo constant dialogues with parents, teachers, and school counsellors to address the said concern and that they become aware of the needs of their children.

To School Administrators, Teachers, and Guidance Counsellors: Cyber bullying is becoming rampant nowadays. Thus, the school may educate the students of the adverse effects and consequences of cyber bullying.

To School Administrators: The Researcher is proposing intervention measures and activities to minimize, if not, stop bullying in the Basic Education Unit of St. Paul University Philippines. This also adopts the

interventions and activities of other universities as cited in the results and discussion of this paper.

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